

# **Section 1003(g) School Improvement Grants (SIG) Evaluation Michigan School Improvement Grant Evaluation**

## **Proposal**

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### **Submitted to:**

Michigan Department of Education  
Office of Education Improvement & Innovation  
c/o Mark Coscarella  
608 W. Allegan Street  
PO Box 30008  
Lansing, MI 48909

### **Submitted by:**

WestEd  
4665 Lampson Avenue  
Los Alamitos, CA 90720

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# Applicant Experience

## WESTED'S ORGANIZATIONAL PROFILE

WestEd is pleased to submit this proposal in response to Michigan Department of Education's (MDE) Request for Proposals for Section 1003(g) School Improvement Grants<sup>1</sup> Evaluation. WestEd is a preeminent educational research, development, and service organization with 600 employees and 17 offices nationwide. WestEd has been a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. The agency's mission is to promote excellence, achieve equity, and improve learning for children, youth, and adults. In developing and applying the best available resources toward these goals, WestEd has built solid working relationships with education and community organizations at all levels, playing key roles in facilitating the efforts of others and in initiating important new improvement ventures.

Since 2000, WestEd has carried out over 4,000 successful projects representing major contributions to the nation's R&D resources, and has from 450 to 700 active contracts and grants at any given time. Current work extends beyond the western region to include most states in the nation and an increasing number of other countries. In FY 2011, the agency is expecting to operate on program funding of approximately \$117 million. Funding for specific projects comes from sources including the U.S. Department of Education (ED), National Science Foundation, and U.S. Department of Justice; state departments of education; and universities, school districts, foundations, and other state and local agencies across the country. WestEd's mission—to work with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults—is addressed through a full range of projects and services. To carry out this mission, WestEd project staff are organized into a dozen formal program areas including: *School and District Improvement*; *Leadership and Teacher Professional Development*; *Curriculum and Instruction*; *Assessment and Accountability*; and *Evaluation Research*.

## THE EVALUATION RESEARCH PROGRAM AT WESTED

Researchers from WestEd's Evaluation Research Program (ERP) will conduct the evaluation of the Michigan Department of Education (MDE) Section 1003(g) School Improvement Grants (SIGs). WestEd's ERP conducts evaluations and research studies driven by high standards of scientific rigor and the conduct of inquiry. WestEd's ERP works with clients to help them frame appropriate questions, develop and apply innovative methods to obtain reliable answers, and discover findings that might have implications beyond a single program. These evaluations lead to better

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<sup>1</sup> Although the 1003(a) and 1003(g) SIGs are distinct and separate funding streams, the proposal will refer to the latter simply as "SIGs."

understanding of whether a program is effective, a policy is having the desired impact, a chosen approach is the most cost-effective way of accomplishing agreed-upon goals, whether an initiative should be continued, and how an effort can be improved.

The ERP employs a variety of traditional and innovative methods to advance the understanding of program implementation and impact. It uses both qualitative and quantitative methods, each suited to the specific needs of the program or policy being examined. Our staff has expertise in research design, data collection and data analysis, including: randomized control trials; quasi-experimental designs; survey development; online survey administration; analysis of extant data, including student assessment data from districts and states; sampling and power analyses; and multivariate modeling. WestEd combines these skills in research and evaluation with our broad content knowledge of education and organizational change to construct evaluations that provide accurate, relevant, and useful data for clients. The ERP has a long history of working with ED, state departments, and school districts, providing evaluation services to increase program performance, transparency, accountability, and to enhance future decision-making. The ERP is known for its evaluations of charter schools, teacher professional development and teacher leadership programs, alternative teacher certification programs, performance-based teacher and principal compensation systems, school reform, educational partnerships, student achievement outcomes, literacy, and community-based services. The combination of expertise and experience in the ERP, along with the breadth of knowledge across the agency as a whole, gives the ERP a unique advantage to conduct the evaluation of MDE's SIGs.

## EXPERIENCE RELEVANT TO THE SIG EVALUATION

The ERP at WestEd has experience conducting policy studies and program evaluations with federal, state, and local education agencies across the country. Below we highlight our evaluation studies from the past three years that are particularly relevant to MDE's SIG evaluation in that they either are focused on evaluating school reform efforts, or have used rigorous experimental or quasi-experimental designs. Finally, we briefly discuss the work of the School Turnaround Center at WestEd, which currently partners with districts nationwide to provide comprehensive school turnaround and transformation services and technical assistance. Although the School Turnaround Center program is external to ERP group, the evaluation team will use the Center as a resource for the evaluation, including during development of the implementation measures and while conducting site visits and case studies.

## EVALUATING DISTRICT AND SCHOOL REFORM EFFORTS

### NEVADA DEPARTMENT OF EDUCATION SCHOOL IMPROVEMENT GRANT EVALUATION (2010-2011)

WestEd, through its Southwest Comprehensive Center is providing assistance to the Nevada Department of Education (NDE) in developing and implementing its plan to monitor and evaluate

progress in SIG-funded districts and schools. The SWCC is providing support and assistance to the NDE staff in meeting their SIG monitoring and evaluation needs by: identifying cross-site implementation and progress indicators; developing the monitoring and evaluation tools, instruments and protocols for data collection; assisting NDE in conducting quarterly onsite visits to each identified SIG school as well as to the LEA office(s) with management oversight for the SIG school(s); and developing an annual summative evaluation that will report on end-of-year status in each of the above areas for the 2010-2011 school year. **Juan Carlos Bojorquez**, who will be a co-Project Director for the MDE SIG, and **Sharon Herpin**, who will be the Site Visit and Case Study Coordinator and Task Leader for Qualitative Data Analysis, both worked on the NDE SIG evaluation. They co-developed the indicators of progress, monitoring protocols, and formulated an evaluation handbook to guide site visits.

### **EVALUATION OF COMPREHENSIVE SCHOOL REFORM IMPLEMENTATION AND OUTCOMES (ECSRIO) (2001-2009)**

In addition, the U.S. Department of Education (USED) contracted with WestEd to conduct the ECSRIO. The \$10 million evaluation, funded over eight years, consisted of a series of studies and analyses over several years, which examined the Comprehensive School Reform (CSR) program. The CSR program was authorized in 2002 as part of the reauthorization of the Elementary and Secondary Education Act (ESEA) and was essentially the precursor to the current SIGs. For example, CSR mandated that school reform be comprehensive, strengthening all aspects of school operations—curriculum, instruction, professional development, parental involvement, and school organization, and that it involve the use of scientifically based research models. WestEd's evaluation of CSR investigated and described the dynamics of the school improvement process, and assessed the program's impact on student achievement. The studies collected data from a random sample of nearly 7,000 CSR awardees. The evaluation used multiple sources including surveys of school staff over five years in order to assess program implementation, analysis of student achievement data to determine program impacts, and multiple in-depth case studies of 11 schools that experienced subsequent dramatic gains in student achievement. The data were analyzed using both quantitative and qualitative analytic techniques. WestEd authored five major reports from this evaluation including two released in 2010 - the final report of implementation and outcome findings from all schools in the study after five years, and a report on the 11 case study schools. **Sharon Herpin**, who helped design measures for the ECSRIO project will be Site Visit and Case Study Coordinator and Task Leader for Qualitative Data Analysis for the MDE SIG evaluation. In addition, **John Flaherty**, who served as the ECSRIO project coordinator, will be an Internal Advisor on the MDE SIG evaluation.

### **EVALUATION OF THE ELLIS CENTER, WESTED, AND THE CREIGHTON SCHOOL DISTRICT PARTNERSHIP (2010-2012)**

In 2008, the Ellis Center for Educational Excellence partnered with WestEd and the Creighton School District (CSD) in Phoenix, Arizona, to implement district-wide, comprehensive school

reform. The intent is to address the Ellis Center's theory of action for whole district reform using a variety of resources to help the district build capacity and ultimately increase student achievement. The leadership team of the reform has contracted with the ERP group at WestEd to assess how it is working and its sustainability. The evaluation examines both the *fidelity* and *quality* of implementation by combining data collected from a review of district documents and a combination of focus groups, interviews, and surveys of key district staff, principals, teachers, students, and parents. The evaluation team is documenting the various factors within schools and the district that contributed to or hindered successful implementation of program components. Finally, WestEd is charged with determining whether the program is associated with positive outcomes (e.g., student assessment, retention, attendance, and disciplinary actions). To assess the overall impact of the program on student achievement, WestEd is using **multi-level growth modeling**, where we control for students' demographic characteristics, prior assessment scores, and behavioral measures. The analysis also accounts for nesting of students within schools and within cohorts. The project is funded at approximately \$250,000.

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## DESIGNING AND CONDUCTING RIGOROUS PROGRAM EVALUATIONS

Below, we present several projects that ERP is currently conducting as well as projects that were completed within the past three years. Of our numerous current or recently completed projects, we have chosen to highlight the ones below as they demonstrate the experience and capabilities of our staff in experimental and quasi-experimental study design as well as both qualitative and quantitative data collection and analysis.

### EVALUATION OF THE FIRST IN MATH® ONLINE MATHEMATICS PROGRAM IN NEW YORK CITY (2007-2010)

WestEd conducted a **cluster randomized trial** (in which classrooms are randomly assigned to treatment or control conditions) to examine the impact of the First in Math (FIM) online mathematics program on fourth and fifth grade student achievement, and to examine variation in impacts across classrooms with high and low support of technology integration. WestEd researchers sampled over 90 teachers from 33 schools from the pool of 661 NYPSD schools that include fourth and fifth grades and were not using the FIM program. Teachers randomly selected for the experimental condition received professional development in the technical aspects of the FIM program and how to integrate the program effectively into their instructional practice. Teachers in the control condition implemented their usual teaching practices. Thus, the control group represented a treatment-as-usual condition, representing what students would normally receive at schools participating in the study. The evaluation was funded by the Institute of Education Sciences (IES) at the U.S. Department of Education for nearly \$900,000. **John Flaherty**, who is proposed as the Internal Advisor on the MDE SIG evaluation, was the project director.

## **INVESTING IN INNOVATION (I3) DEVELOPMENT GRANT - ARTS FOR LEARNING LESSONS (2010 – 2014)**

WestEd is the evaluator for the Beaverton School District i3 Development Grant, Arts for Learning Lessons. The goal of the program is to provide professional development in arts education in order to increase student achievement in English/language arts. WestEd is conducting a three-year **cluster-randomized trial** in 33 elementary schools in grades three to five. The \$900,000 evaluation will consist of both formative and summative components, and will employ a multi-method approach. We will examine the program's impacts on students as a whole as well on subpopulations, identify factors that contribute to the ability of teachers to implement the arts program with high fidelity, and determine the aspects of the professional development that are critical to effective teaching in order to inform program development.

## **EVALUATION OF THE PARTNERSHIPS IN CHARACTER EDUCATION PROGRAM (2004 - 2008)**

This program was implemented by the Fresno Unified School District in California. It included professional and curricular components as well as activities addressing physical and psychological factors that were thought to influence student behavior and academic achievement. The evaluation employed a **quasi-experimental, longitudinal, matched-comparison design** that combined qualitative and quantitative data. The formative evaluation described implementation of the program and measured the extent to which the program moved towards the key outcomes. The summative portion focused on student achievement as well as on attendance and discipline indicators. The evaluation was funded at nearly \$300,000.

## **EARLY SUCCESS FOR CHILDREN'S ACHIEVEMENT OF LANGUAGE AND EARLY READING ACQUISITION (2007-2010)**

WestEd evaluated the Early Success for Children's Achievement of Language and Early Reading Acquisition project, being implemented by the Newport-Mesa (CA) Unified School District. The project served nearly 300 students at two preschools within the District. This project was funded by a grant from the Early Reading First (ERF) program at the U.S. Department of Education. WestEd used a **quasi-experimental design** to evaluate the impact of the program on students, teachers, and parents at the two funded schools. A third preschool that was not funded by ERF served as the comparison group. WestEd also analyzed other assessment data provided by teachers and district staff in order to determine how the program impacted children's pre-reading skills. **John Flaherty**, who is proposed as Internal Advisor on the MDE SIG evaluation, served as the project director.

## **EVALUATION OF THE AMERICAN WORD IN DEED AND DEMOCRACY PROGRAM (2007-2014)**

This program implemented by Mt. Diablo Unified School District and University of California at Berkeley provides professional development to teachers and teacher leaders with the goal of



positively impacting student achievement. This evaluation of the program, conducted by ERP at WestEd, utilizes a **quasi-experimental, matched-comparison group design** and examines student performance on the California state standardized test, comparing students whose teachers are participating in the professional development with those whose teachers are non-participants. The evaluation team also conducts classroom observations, interviews, surveys, and analyzes teacher lesson plans. The evaluation is funded at nearly \$300,000.

## **EVALUATION OF THE OPENING THE WORLD OF LEARNING (OWL) EARLY LITERACY PROGRAM (2008-2009)**

The ERP at WestEd conducted an evaluation of the implementation and impact of the Opening the World of Learning (OWL) early literacy program. The program was administered to students who attended early reading first programs in comparison to students who did not. WestEd used a **quasi-experimental, matched comparison design** that included a treatment group comprising of 18 preschool classrooms with 300 students in Early Reading First (ERF) Schools implementing *OWL* and a matched comparison group of classrooms. WestEd recruited comparison classrooms from districts with schools/classrooms in the treatment group, using cluster analysis to select matching schools. Data on fidelity of implementation was collected from online implementation logs and teacher surveys. We also conducted classroom observations to determine the level and fidelity of implementation of the program. The impacts of the program were assessed using a standardized measure of children's emerging literacy and pre-reading skills. The combination of methods and attention to the triangulation of findings across data sources yielded useful information for the further refinement of the *OWL* program and teacher professional development. The evaluation was funded at \$200,000.

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## **ASSISTING SCHOOLS IN NEED OF IMPROVEMENT**

The staff on the MDE SIG evaluation will consult with the School Turnaround Center at WestEd as needed in order to assure that the evaluation is informed by those who had worked extensively “on the ground” with schools and districts in their recent reform efforts. As such, the assistance of the School Turnaround Center will prove invaluable in providing the necessary context for WestEd to successfully undertake the SIG evaluation. Over the past several years, the School Turnaround Center has partnered with districts nationwide to provide comprehensive school turnaround and transformation services. The Center provides research-based services and support that include comprehensive needs assessment, collaboration on development of customized transformation and turnaround plans, monitoring activities, coaching school leadership, professional development, and intensive data analysis and progress evaluation. Annual evaluation reports provide both summative data to assess and report the effectiveness of the turnaround effort, as well as formative data to guide future work. In the past year alone, WestEd has been awarded contracts to provide school turnaround and transformation services to the following entities:



**Exhibit 1. Recent Services Provided by WestEd's School Turnaround Center**

Entity	State	Start Date	Contract Amount
Wapato School District	Washington	February, 2011	\$17,650
Semitropic School District	California	January, 2011	\$220,490
Crittenton Youth Academy	Arizona	December, 2010	\$211,790
Crawford Public Schools	Nevada	November, 2010	\$220,490
San Juan Unified School District	California	November, 2010	\$167,000

In addition, WestEd's School turnaround Center is also on an approved list of providers for the Washington Office of Superintendent of Public Instruction, the Tucson Unified School District, and the Hawaii, Colorado, and Arizona Departments of Education so that WestEd can be selected by schools in those districts or states in need of turnaround or transformation services.

# Narrative # 1:

## Overview of the Evaluation Plan

For the evaluation of the MDE SIGs, WestEd will employ rigorous quantitative and qualitative approaches that integrate a review of program applications; observations, interviews, surveys, and relevant student- and school-level outcomes from all districts and schools receiving SIG funding; and in-depth case studies of six intervention schools. Our independent, objective evaluation will be both formative and summative in order to provide information that can be used to improve and enhance the SIG interventions, and to determine the effectiveness of the transformation and turnaround models.<sup>2</sup> In addition, our evaluation will document the effectiveness of each component of the turnaround and transformation models, and determine how each component is contributing to the overall success of the schools.

The three primary research questions that will be addressed by the evaluation of MDE's SIGs are: (1) How are the SIGs implemented at the district and school levels?; (2) Does receipt of SIG funding have an impact on outcomes for low-performing schools?; and (3) How is implementation of the two SIG intervention models (and specific strategies within those models) related to improvement in outcomes for schools that received SIG funding? Below is a brief discussion of the methods that WestEd will use to address each primary research question and sub-questions, which is summarized in Exhibit 2. In-depth discussions of each research method can be found in the subsequent narratives.

### Research Question 1: How are the SIGs implemented at the district and school levels?

- How were the strategies that comprise the turnaround and transformation models intended to be implemented by the funded schools?
- To what extent are the grantees implementing each strategy as intended?
- Within each model, how well are the different strategies coordinated with one another?

WestEd will collect and integrate quantitative and qualitative data in order to provide a full description of how the 18 districts and 28 schools in Michigan that are implementing the turnaround and turnaround models. First, WestEd will carefully review MDE's SIG application to the U.S. Department of Education (USED) and each grant recipient's application to MDE. We will then create summaries that describe the specific components of the transformation and turnaround models proposed by the grantees, as well as a thorough description of how all the components are intended to be aligned, integrated, and coordinated with one another.

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<sup>2</sup> While four intervention models exist under the 1003(g) SIGs, only these two models are being implemented by MDE schools that receive SIG funds.

Data from a number of sources will be used to determine how the programs actually implement and coordinate the components of the transformation and turnaround strategies. For example, during each year of SIG implementation, we will conduct semi-structured interviews of the State School Reform Officer, administrators at the 18 districts responsible for reform efforts, and the principals, assistant principals, and the specialist/coaches at the 28 schools receiving SIG funds. Once schools are considerably further along with implementing their grants in Years 2 and 3, WestEd will begin collecting implementation data through a web-based survey of teachers in each of the schools receiving SIG funding. In addition, to provide more in-depth information about the implementation of the SIG models and their components, we will conduct a site visit at each of the 28 schools during Year 2 of SIG funding. During these site visits, we will collect more in-depth data from district and school administration, conduct a teacher focus group, and observe a team leadership meeting.

In order to ease the burden of state, district, and school staff, we will take advantage of information contained in extant sources by collecting MDE's yearly Consolidated State Performance Reports and SIG Monitoring Reports collected by the USED. In addition, WestEd will explore the possibility of obtaining the data collected from the state facilitators/monitors. These existing data would provide further information on program implementation that would supplement WestEd's original data collection.

**Research Question 2: Does receipt of SIG funding have an impact on outcomes for low-performing schools?**

- Does receipt of SIG funding have an impact on teacher retention?
- Does receipt of SIG funding have an impact on students' completion of advanced coursework, and scores on standardized achievement tests and formative assessments?
- Does receipt of SIG funding have an impact on disciplinary incidents, attendance, suspensions, and expulsions?
- Does receipt of SIG funding have an impact on rates of student attendance, retention, and (for high schools) graduation?
- Do impacts on these outcomes vary by school level (elementary, middle, high) or by the type of model being implemented (transformation, turnaround)?

It is important that conclusions about program impacts are based on the most rigorous research design possible. In the case of MDE's SIGs, a random assignment study, the most methodically rigorous design to estimate program impacts, is simply not possible. WestEd proposes two design options that, while not as rigorous as a random assignment study, are more rigorous and allow stronger causal inference over that of the standard matched-comparison-group design (Shadish, Cook, & Campbell, 2002). These designs are: (1) [REDACTED] and (2) a Quasi-Experimental Design with Pretests and a Matched Comparison Group. WestEd will determine which of the two designs is most appropriate for the SIG evaluation once we are able to discuss

with MDE exactly how funding was determined amongst the applicants, and examine the nature of the outcome data.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

WestEd will use a quasi-experimental design with pretests and a matched comparison group. The pretest/comparison group design improves WestEd's ability to make causal inferences because we can assess how the two groups differ initially on a pretest achievement measure that correlates strongly with the posttest achievement measure (Shadish et al., 2002). WestEd will estimate the difference between the SIG and comparison group on the outcome variables after accounting for the control variables in the models.

**Research Question 3: How is implementation of the two SIG intervention models (and specific strategies within those models) related to improvement in outcomes for schools that received SIG funding?**

After program implementation and outcome data are collected for Years 2 and 3, there will be sufficient information for more fine-grained analyses in order to examine the associations between the level of implementation of each model (and the strategy within each model) and school and student outcomes. This will be an important step for program improvement because variation in outcomes across the 28 intervention schools (and variation in outcomes within the nine schools that adopted the turnaround model and within the 19 schools that adopted the transformation model) may be associated with some specific implementation conditions such as the duration or fidelity of each intervention strategy. The findings from these correlational analyses and the examination of findings from the six case studies will inform MDE as well as the schools receiving SIG funds about the extent to which various elements of their interventions are associated with success or lack thereof. Such information will be valuable as the schools and districts adjust and modify their interventions and fine-tune their strategies, especially in the face of limited resources.

## Exhibit 2. Overview of the MDE SIG Evaluation

Research Question	Data Sources	Analysis
How are the SIGs implemented at the district and school levels?	<ul style="list-style-type: none"> <li>• MDE and LEA grant applications</li> <li>• Annual reports to USDE</li> <li>• Semi-structured interviews of state-, district-, and school-level administrators</li> <li>• Site-visit observations</li> <li>• Teacher surveys</li> <li>• Case studies of six intervention schools</li> <li>• State facilitator/monitor data (if available)</li> </ul>	Descriptive – quantitative and qualitative
Does receipt of SIG funding have an impact on outcomes for low-performing schools?	<ul style="list-style-type: none"> <li>• School and district records</li> </ul>	<div style="background-color: black; height: 15px; width: 100%;"></div> Quasi-Experimental Design with Pretests and a Matched Comparison Group
How is implementation of the two SIG intervention models (and specific strategies within those models) related to improvement in outcomes for schools that received SIG funding?	<ul style="list-style-type: none"> <li>• Semi-structured interviews of state-, district-, and school-level administrators</li> <li>• Site visit observations</li> <li>• Teacher surveys</li> <li>• State facilitator/monitor data (if available)</li> <li>• School and district records</li> <li>• Case studies of six intervention schools</li> </ul>	Correlational – quantitative and qualitative

## Narrative # 2:

### Determining Effectiveness of the SIG

This section of the proposal outlines the two research designs that WestEd proposes to use to rigorously evaluate the effectiveness of the SIG interventions: (1) a quasi-experimental design with pretests and a matched comparison group [REDACTED] The pretest/comparison group design is a viable option to estimate the impact of the SIG program on student achievement. It is a commonly used methodology and could be explained easily in non-technical language to a variety of stakeholders. [REDACTED]

[REDACTED] For school-level measures, such as drop-out rates and graduation rates, separate grade level analyses will not be required.

#### QUASI-EXPERIMENTAL DESIGN WITH PRETESTS AND A MATCHED COMPARISON GROUP

A quasi-experimental design with pretests (e.g., the students' prior achievement) and a matched comparison group (e.g., students in non-SIG schools) provides a significant advantage over one-group pretest-posttest designs and designs with a control group but no pretest. The pretest/comparison group design improves WestEd's ability to make causal inferences because we can assess how the two groups differ initially on a pretest achievement measure that correlates strongly with the posttest achievement measure (Shadish et al., 2002). WestEd will estimate the difference between the SIG and comparison group on the outcome variables after accounting for the control variables in the models. This type of analysis, which is commonly termed analysis of covariance (ANCOVA), will be conducted using hierarchical linear modeling (HLM; Raudenbush & Bryk, 2002). [REDACTED]

A critical issue for the pretest/comparison group design for the proposed evaluation is the identification of a comparison group of schools for the 28 SIG schools. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



[REDACTED]

## Narrative # 3:

# Measuring Implementation and Fidelity

WestEd will collect both quantitative and qualitative data from all 18 districts and 28 schools that receive SIG funds, which will allow us to triangulate data and provide a full description of each district's and school's: (1) strategic initiatives under either a transformation or turnaround model; (2) progress on each of these initiatives; (3) and (in the case of districts) progress on activities designed to support of the SIG schools. Ultimately, these data will be used to address the following research questions:

- How were the strategies that comprise the turnaround and transformation models intended to be implemented by the funded schools?
- To what extent are the grantees implementing each strategy as intended?
- Within each model, how well are the different strategies coordinated with one another?

Because WestEd will collect, analyze and report findings from these data during the evaluation (not only at the end of the evaluation period), the findings can be used by MDE, along with the data from MDE's facilitators/monitors and external providers, to determine the assistance required by the districts and schools from MDE.

### DEFINING FIDELITY AND CREATING IMPLEMENTATION INDICATORS

WestEd will carefully review MDE's SIG application to the U.S. Department of Education (USED) as well as each grant recipient's application to MDE. Using this information, we will then create a logic model and summaries for each of the 28 schools that describe the strategic initiatives proposed by each district and school, along with how districts and schools intend to align, integrate, and coordinate the various components with one another. In addition, we will also identify activities at the district level that were designed to support the SIG schools. WestEd will then use these logic models and descriptions to create implementation indicators for both the district- and school-level based on the core implementation components that are critical for program implementation ■

- [REDACTED]
- [REDACTED]

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

The extent to which each district and school has made progress on each of the implementation indicators will be determined using through qualitative and quantitative data from multiple sources. The timeline for data collection on program implementation appears in Exhibit 3.

### Exhibit 3. Implementation Data Collection Timeline

Data Source	Implementation Year		
	One	Two	Three
Semi-structured phone interview with State School Reform Officer	X	X	X
Semi-structured phone Interviews with district administrators	X	X	X
Semi-structured phone Interview with principals and school specialist/coaches	X	X	X
Web-based teacher survey		X	X
Site Visit		X	
<ul style="list-style-type: none"> <li>District and school documents</li> <li>In-person Interviews with State School Reform Officer</li> <li>In-person Interviews with district administrators</li> <li>In-person Interviews with principals and school specialist/coaches</li> <li>Teacher focus group</li> <li>Observation of a team leadership meeting</li> </ul>		X	

#### SEMI-STRUCTURED INTERVIEWS AND SURVEY

During each year of SIG implementation, we will conduct semi-structured, telephone interviews with Michigan's State School Reform Officer, administrators at the 18 districts responsible for reform efforts, and the principals, assistant principals, and the specialist/coaches at the 28 schools receiving SIG funds. The semi-structured interviews will address issues that align with each of the implementation indicators as listed in Exhibit 3, and will require one hour to complete. When the interview structures for the various respondents are finalized, but before actual data are collected, they will be piloted with a small sample of district personnel and school principals. Once schools are in a more steady state of implementation in Years 2 and 3 of their grants, WestEd will begin collecting implementation data, through a web-based survey, from all teachers in each of the schools that receive SIG funding. Again, the surveys will ask questions that align with each of the implementation indicators as listed in Exhibit 3. The survey will take 20 to 30 minutes to complete. Similar to the telephone interviews, when the survey structure is finalized, it will be piloted with a small sample of principals and teachers.

In order to ease the burden of state, district, and school staff, we will extract the relevant information contained in MDE's yearly Consolidated State Performance Reports and SIG Monitoring Reports collected by the USED before designing either the interview or survey instruments. In addition, at the beginning of the contract, WestEd will explore the possibility of obtaining data collected from the state facilitators/monitors. These existing data would provide further information on program implementation that would supplement WestEd's original data collection.

## SITE VISITS

To provide more in-depth information about the implementation of the SIG models and their components, we will conduct site visits to each of the 28 schools during Year 2 of SIG funding. During these site visits, we will collect more in-depth interview data from school administration, each school's coach/specialist, and other staff knowledgeable about SIG activities. We will also conduct a teacher focus group and observe a team leadership meeting. Site visit teams of two evaluators will visit each of the 18 districts and 28 schools for one day during the second year of SIG funding. Before each site visit, the site visit team will review and be familiar with each grantee's SIG plan, school and district indicators and rubrics, and suggested evidence base. This preparation will help the team move through the data collection process quickly and efficiently, avoiding repetitive questioning of grantees, and allow the team to begin interviews from a knowledgeable position. Familiarity with the interview protocols and rubrics will facilitate quicker interviews and requests for documentation.

During site visits, the evaluation team will ask for and review documents that will inform their ratings on the implementation indicators. These documents will likely include, but are not limited to:

- Revised district governance policies
- Description of turnaround office or equivalent district support
- Documentation of district and school policies of revised recruiting, interviewing, hiring, and removing procedures for principals, teachers, and other district staff
- Qualifications and criteria used throughout recruiting, interviewing, hiring, and removing.
- District and school training and professional development plans, agenda, and feedback
- School site visit/monitoring schedule and protocols
- Documentation of periodic district-principal meetings regarding feedback
- Description of key data and data systems for tracking leading indicators and outcomes
- Examples of how data were used to inform decisions
- Principal and district staff evaluation forms
- Sustainability plans
- External provider selection criteria
- Parent and community outreach and communication materials
- Board and parent council agendas and meeting minutes

When the evaluation team rates the districts or schools along each implementation indicator, the evidence from these documents will be considered along with the data from interviews, focus groups, and observations made during the site visits. After the site visits, the evaluation team will triangulate data in order to rate the district and school on progress with the implementation indicators.

## Narrative # 4:

### Statistical Procedures

WestEd will employ rigorous procedures to analyze the quantitative and qualitative data that we will collect for the evaluation of the SIG program. Statistical hypothesis testing will be employed to examine the impact of the schools' participation in the SIG program (i.e., the key independent variable) on the dependent variables, such as student achievement and the schools' graduation rates.

WestEd will utilize HLM and regression models that incorporate students' prior achievement test scores as covariates to conduct the ANCOVA analyses. Finally, WestEd will code and analyze the evaluation's qualitative data.

#### THE RELATIONSHIP BETWEEN HYPOTHESES, MEASURES, AND INDEPENDENT AND DEPENDENT VARIABLES

WestEd will conduct statistical hypothesis testing to determine whether the observed differences between the student academic performance (e.g., the MEAP and the MME), drop-out rates, graduation rates, expulsion/suspension rates, and attendance rates of the SIG and comparison schools could be attributable to chance differences. These measures, which the SIG program is hypothesized to affect, will be the dependent variables in the analyses. The key independent variable in the ANCOVA model will be the variable identifying whether the student or school participated in the SIG program.

Furthermore, the ANCOVA analyses will include the pre-test measures of the dependent variables and additional control variables (e.g., student demographic characteristics) as covariates. The pre-test measures and control variables are considered independent variables in the HLM. However, they are not true independent variables in the sense that they could be manipulated in an experimental design that randomly assigns schools to take part in the SIG program.

Consistent with all statistical tests, WestEd's tests will include a null hypothesis and an alternative hypothesis. The null hypothesis will be that no differences exist between the SIG and comparison schools on the dependent measures. The alternative hypothesis will be that the SIG and comparison schools differ on the dependent measures. WestEd will employ two-tailed or non-directional tests that allow for the assessment of whether the SIG program had a significant positive or negative impact on the dependent variables. While it would be possible to utilize a one-tailed test that assesses only whether the SIG program had a positive impact on the dependent measures, the two-tailed test is more conservative. WestEd will utilize the .05 significance level (i.e.,  $\alpha = .05$ ) when

conducting the statistical hypothesis testing. The analysis of each dependent variable will be considered a separate hypothesis test.

## ACCOUNTING FOR STUDENT CLUSTERING

In order to account for the clustering of students within schools, WestEd will employ HLM (Raudenbush & Bryk, 2002) to analyze the standardized test score data (e.g., MEAP or MME).<sup>3</sup> For low achieving schools, such as the ones that will be part of the proposed evaluation, the school-level intraclass correlations (ICCs) for math and reading standardized test scores generally range from .05 to .15 across grade levels (Hedges & Hedberg, 2007). This typical level of clustering as measured by the ICCs necessitates the use of HLM to accurately estimate the impact of the SIG program on student achievement. The benefits of HLM are well documented and its use is an improvement over other methods such as multiple regression because of the hierarchical structure of the evaluation's data (i.e., students nested within schools). Using regression analysis with nested data as opposed to using HLM results in inflated Type I error rates (i.e., an increased likelihood of false positive findings). In addition, HLM allows control variables at multiple levels (e.g., student demographic measures and school characteristics) to be utilized appropriately.

## THE TWO-LEVEL HLM FOR THE ANCOVA ANALYSIS OF STUDENT ACHIEVEMENT

WestEd proposes to utilize a two-level HLM model (i.e., Level-1 = Students; Level-2 = Schools) for the ANCOVA analysis. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

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[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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## ANALYSIS OF OTHER OUTCOME VARIABLES

Analyses with other student outcomes, such as drop-out, graduation, expulsion/suspension, and attendance rates, should also take into account the clustering of students within schools. When student-level data is available, the use of HLM will appropriately account for the nested structure of the data. Another option is to aggregate the individual-level data to the school level (e.g., calculate each schools' graduation rate) and then analyze the data as if there was no clustering. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## QUALITATIVE DATA ANALYSIS

WestEd will utilize inductive and deductive logic to code the qualitative data (Tashakkori & Teddlie, 1998) resulting from the semi-structured interviews, focus groups, site visits, and document review. The constant comparative method is one inductive approach that will be used to develop themes

and generalizations directly from the data. The strategic use of constant comparative analysis involves taking one piece of data (e.g., one interview or one statement) and comparing it with all others that may be similar or different. Assigning codes based on predetermined categories that emerge from the literature is one deductive method that we will use (Tashakkori & Teddlie, 1998). WestEd's overall strategy for the qualitative data, which will be greatly facilitated by coding the data, is to utilize content analysis. Content analysis broadly refers to the process of reducing a large amount of qualitative data while identifying core patterns, themes, and meanings (Patton, 2002).

WestEd will upload the qualitative data into ATLAS.ti and organize the data in a manner that allows for analysis within each school as well as across schools. The responses to the semi-structured interview questions will also be organized by specific question. The data will be coded and analyzed using ATLAS.ti. The use of ATLAS.ti will expedite the coding process, which is the first step in the qualitative data analysis process (Patton, 2002). The WestEd team will develop a preliminary set of codes based on prior research and by coding samples of the qualitative data. For instance, a unique set of codes will be produced by one researcher for each interview question. The codes will be modified as necessary after another researcher codes the same set of data using the initial set of codes. The codes will also be modified throughout the entire coding process. The reliability of the coding will be checked by reviewing subsets coded pieces of text and having frequent discussions amongst the coders.

Qualitative data from the interviews, focus groups, site visits, and document review will be summarized in frequency lists, matrices, and concept maps (Miles & Huberman, 1994). Based on an initial coding structure, key themes expressed as words and phrases will be listed and counted according to the frequency of their occurrence within the qualitative data. Tables will summarize the frequency and distribution of coded themes. The distributions will also be displayed in matrices according to categories, such as barriers to implementation cited across schools.

## Narrative # 5: Case Studies

The complexity and pressures surrounding SIG schools requires an in-depth examination through multiple data sources and strategies in order to fully grasp the progress and accomplishments of these schools. As Yin (1994) points out, case studies are the appropriate method when “there are many more variables of interest than data points, and as one result [they] rely on multiple sources of evidence, with data needing to converge in a triangulating fashion.” (p. 13). [REDACTED]

[REDACTED]

[REDACTED]

- **How is implementation of the two SIG intervention models (and specific strategies within those models) related to improvement in outcomes for schools that received SIG funding?**

The case studies will address the following areas of program implementation topics in addition to implementation indicators that were discussed in the section on Year 2 site visits (Narrative # 3):

- The relationship of school improvement efforts to strategic planning;
- Coordination of resources - fiscal and others;
- Parent and community involvement;
- Professional development; and
- State and district practices for supporting and facilitating improvement efforts

[REDACTED]

## SELECTION OF CASE STUDY SCHOOLS

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

Once the six schools are selected, there will be two site visits to each case study school during Year 3. Having two visits facilitate longitudinal analysis, which will highlight progress (or lack thereof) and changing environments within Year 3. The first visit will be conducted in November 2012 for three days and will gather information about the dynamics of SIG implementation, as guided by implementation indicators, as well as district and state influences in the implementation of SIG plans. The second visit will occur in March 2013 for three days, will provide an update on implementation and progress, and allow the team an in-depth examination of progress in light of school's performance on implementation indicators. Further, the second visit will allow the team to reflect on the effects of changes in the policy environment at the school and district, and its impact on implementation and progress.

Two member teams will conduct each site visit. Teams will include researchers with extensive experience in field-based evaluation. For each case study school, the same teams of researchers will conduct both rounds of site visits. Continuity in teams revisiting sites facilitates the teams' understandings of progress, problems encountered, and changes in the policy environment. Prior to any case study-related data collection, the entire evaluation team will meet to ensure that all members share a common understanding of the issues the case studies are designed to address, the evaluation conceptual framework, and the site-visit protocol. WestEd generally prepares a brief training manual for site visitors, which is used during a one- to two-day preparation session. In addition, all site visits will be written up according to a common reporting format, to readily identify

common and unique issues and perform cross-site analyses and ensure that there is common information on all sites.

## INSTRUMENTATION AND DATA COLLECTION

The case study protocol will be structured around implementation indicators. The case study data collection instruments will expand on the protocols and instruments used in the Year 2 site visits. The case studies will probe in greater depth on issues related to implementation indicators, particularly school culture, staff buy-in, and attitudes. Additionally, staff will seek information about other state and local policies and efforts that may have an impact on the implementation of SIG plans. Also, the instruments are likely to be refined during Year 3. After the first round of site visits for case studies, WestEd will review the instruments to determine if changes are needed in order to address the evaluation questions completely. It also may be important to add some additional questions to the second round of visits, particularly about continuity in school and district leadership, in order to provide information that will facilitate interpreting the findings.

One additional step in refining protocols for case study purposes is explicit identification of potential rival explanations. The case study protocols will address how rival explanations—not the SIG-related efforts—might have contributed to observed outcomes. The more rival explanations that can be tested, the more confidence can be placed in any attribution of effects to the SIG models.

## CASE STUDY DATA ANALYSIS

The planned case study analysis will include both within- and across-case issues. The site analyses will provide data on the relationship of the SIG plan (intervention model), its level of implementation, and district and state policies, to student outcomes. The case studies will integrate information from the documents reviewed, interviews, and focus groups, as well as interview and survey data collected during Years 1 – 3, and data from Year 2 site visits.

[REDACTED]



## Narrative # 6:

# Reporting the Evaluation Findings

WestEd is committed to submitting the findings from the SIG evaluation to MDE on time and within budget through four formal reports. In addition, WestEd is committed to providing its clients with formative information in a timely manner; thus, WestEd will deliver the first three reports so that the findings from the most recent year of implementation can be used to improve program implementation during the subsequent years.

### CONTENT OF THE EVALUATION REPORTS

WestEd strives to make evaluation findings available to stakeholders as soon as possible so that these findings can be used for program improvement during the evaluation period. Because scores from Michigan's educational assessment, MEAP, generally are not available until the following spring (i.e., nine to ten month after the end of the previous school year), WestEd will deliver a series of reports where the findings on implementation will be one year "ahead" of the outcome findings. This will be the case until the final report, which will be delivered at the end of the contract, and will contain implementation and impact findings from all three program years. Below is a summary of the content and the research questions that will be addressed by each of the four reports for the SIG evaluation.

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#### THE FIRST REPORT

WestEd will deliver the first report in September 2011, and it will focus on how the 18 districts and 28 schools have implemented their transformation and turnaround strategies during the first grant year. The timeline for delivery of the first interim report is ambitious given the projected April 2011 contract start date. However, WestEd is committed to a quick turnaround on the first report because it is crucial that MDE and the schools with SIG funding receive feedback about first-year implementation as soon as possible. This way, the first report can inform any modifications to their second-year SIG activities early on.

Specially, the first interim report will focus primary on the nature of staffing changes made SIG recipients in their first year as well as the nature of the activities that have been planned or implemented. The report will also focus on the challenges with implementing the various components of school improvement efforts. The findings will be reported in the aggregate across all 18 districts and schools, as well as disaggregated by improvement model (turnaround; transformation) and by school level (elementary; middle; high). The data for the first interim report findings will be derived from the analysis of interviews with: SIG administrators at the state and district levels, school principals, other school-level administrators, and specialists/coaches. In addition, results will be included from any data that are available from the state monitors/coaches.

The first interim report will not address SIG impacts. This is because MEAP testing for the 2010-2011 academic year will not take place until fall 2011; thus, data on key student outcomes will not be available for the analyses. Likewise, the third research question, regarding the association between specific strategies and improvement in outcomes, cannot be addressed without the 2010-2011 student outcome data.

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## THE SECOND REPORT

The second report will be delivered in July 2012. The content of the second interim report will be similar to the first report; however, the focus will now be on implementation findings from the second year of SIG funding. In addition to the findings based on interviews and surveys, the second report will also include findings from site visits that WestEd will conduct in the second program year. Again, the discussion will focus on the nature of implementation of the different components of the transformation and turnaround models. In addition, the second report will begin to address how well schools and districts are positioned to sustain the reforms undertaken through their SIGs once that source of funding ends.

The second report will also address the impact of the SIGs on school and student outcomes from the first implementation year using the rigorous analyses described in Narrative # 4. WestEd understands that transformation and turnaround efforts often take more than one year to yield results on these outcomes; however, the analysis of outcome data from the first year of implementation will allow MDE to assess if there has been any movement on key outcomes – even if this initial movement is small. As with the section on SIG implementation, the findings on key school and student outcomes will be aggregated across all sites as well as disaggregated by improvement model and school level.

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## THE THIRD REPORT

The third report will be delivered in July 2013 and will essentially replicate the second report, but this time using findings on SIG implementation from all three years of funding. Also the third report will discuss impacts on school and student outcomes from the first two years of program funding. Data from all sources will be used in the third report, including interviews, surveys, second-year site visits, and third-year case studies. In addition, the third report will begin to examine the association between models (and specific strategies within those models) and improvement in school and student outcomes given that two years of implementation and outcome data will be available for analysis.

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## THE FINAL REPORT

The final report will be delivered in April 2014 and will summarize the findings on program implementation and impacts on outcomes after three years of program delivery. Given that three years of data will be available, the final report will present a richer set of findings about program successes, challenges, [REDACTED]

The final report will also include the six case study reports.

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## **DISTRICT-LEVEL REPORTS**

WestEd, in conjunction with the final evaluation report, will produce brief reports for each of the 18 districts that will summarize the performance of the individual schools in their districts that receive SIG funds. These district-level reports will use the implementation and performance outcomes at each school, as well as use the site visits data, to provide a detailed discussion of each school's successes and challenges in using their SIG funds.

## **REPORT DEVELOPMENT**

WestEd believes the development of evaluation reports should be an interactive process so that each report is of maximum value to stakeholders. As such, MDE's input will be considered during the planning and writing of each annual report. First, WestEd will develop a report outline to discuss with the project manager at MDE to make sure that report meets the needs of MDE and other stakeholders as designated by MDE. Also, we will discuss with MDE possible recommendations for program modification or improvement. For each report, in order to communicate the results of the evaluation quickly and efficiently, we will provide a draft to the program manager. After receiving feedback from MDE, WestEd will make the necessary revisions and the final version of the report will be submitted to MDE.

## **REPORT FORMAT**

WestEd staff has considerable experience presenting research findings in a variety of formats (e.g., technical research reports and policy briefs), which are designed for researchers and non-researchers alike. WestEd will include sufficient detail about the research design, data collection methods, and statistical analyses so that the rigor of the study can be independently assessed. However, at the same time, in order to ensure the reports for the SIG evaluation are accessible to a variety of key stakeholders (e.g., administrators, parents, and teachers), we will follow a number of recognized methods for effectively communicating evaluation findings to non-technical audiences (e.g., Torres, Preskill, & Pointek, 2005). Each of the four full reports will contain four main sections. The first will be an introductory section with background on the MDE SIG as well as characteristics of the funded districts and schools. This will be followed by a section on the study design and evaluation measures that will clearly describe both the quantitative and qualitative elements of the evaluation. The third section will present the evaluation results and the final section of the reports will contain WestEd's conclusions as well as recommendations with regards to improving the efforts of SIG recipients.

The evaluation results will be organized primarily by the evaluation questions addressed in that particular report. For each evaluation question, the report will present the findings across districts

and schools and then disaggregate findings by improvement model, school level, and urbanicity. Statistical formulas and copies of the evaluation measures will appear in appendices. In addition, to maintain the readability of each report, WestEd will use tables and exhibits to display key findings in the body of the reports, while placing tables of more detailed descriptive and inferential statistics in the appendices. This way, the report is digestible while still being complete for those who wish to review the more detailed information. The sections that describe program implementation and that discuss programmatic successes and challenges will draw equally from the quantitative and qualitative data while the section on the SIG's impact on school and student outcomes will focus primarily on the quantitative data given that nature of these outcomes (e.g., standardized test scores). However, even the impact findings will be augmented by examples from the site visits and case studies.

Finally, each report will begin with a stand-alone executive summary. This non-technical summary will be six to ten pages and will succinctly describe the background, research methods, findings, and conclusions. These executive summaries could be used by MDE for its website or presentation to stakeholders in lieu of the full report.

## ADDITIONAL EVALUATION UPDATES

In addition to submitting the annual reports, WestEd will complete written monthly status reports. The monthly reports will summarize major activities and accomplishments, staff use, and any problems encountered during the reporting period. The monthly reports will also briefly describe activities planned for the following month.

Outside of the monthly reports and formal evaluation reports, WestEd will provide MDE will updates to MDE as needed during the course of the SIG evaluation. These updates will consist of the status of evaluation activities or of the evaluation findings themselves based on the needs of MDE. The informal status updates will occur on an as-needed basis and would likely be delivered through emails or memos. However, WestEd has budgeted for two meetings with MDE each year for such updates. WestEd will provide MDE and any other stakeholders designated by MDE, with briefings (either through memos or in-person) as requested in order to keep MDE informed of evaluation progress and findings,

# Staffing, Organizational Chart, Project Management, and Timeline

## KEY PROJECT STAFF

The evaluation team assembled for the evaluation of MDE SIG includes evaluators who are experienced carrying out large-scale evaluations, including evaluations of school reform efforts. The project management team consists of **John Rice** and **Juan Carlos Bojorquez** as co-Project Directors. Rice will oversee planning, data collection, and analysis of the evaluation of program outcomes while Bojorquez will oversee planning, data collection, and analysis of the evaluation of program implementation. Rice will also oversee the development and dissemination of reports and budget management. Rice brings to the team his experience conducting rigorous outcome evaluations for eight years with the Institute of Education Sciences (IES) at the U.S. Department of Education. Bojorquez brings his experience co-developing both the evaluation plan and implementation measures for the Nevada Department of Education's School Improvement Grant. **Sharon Herpin** will lead the site visits and case studies, and will oversee the qualitative analyses. Along with Bojorquez, she created the evaluation plan and instrumentation for the Nevada Department of Education's School Improvement Grant. In addition, she worked on Evaluation of Comprehensive School Reform Implementation and Outcomes (ECSRIO) conducted by WestEd for USED. The quantitative analyses will be led by **Jonathan Nakamoto**, a statistician with extensive experience analyzing longitudinal and multivariate educational data and managing state assessment data. **John Flaherty**, who directed the ECSRIO study, will serve as the internal advisor to the project. Brief biographies for the key staff members are presented below and their résumés are included in an appendix.

### JOHN RICE, SENIOR RESEARCH ASSOCIATE

John Rice is a Senior Research Associate at WestEd and, as **co-Project Director**, will oversee all aspects of the outcome evaluation as well as reporting and the budget. Rice is a recent addition to the WestEd organization. He has experience with quantitative research methods, measurement, and data analysis. In his former position as Associate Research Scientist and Project Officer at the Institute of Education Sciences (IES), Rice supervised a number of large national evaluations of education programs, centered on answering policy-relevant research questions and using rigorous research designs. These evaluations included randomized control trials of school-based mentoring and violence prevention. He also managed evaluations that were part of the National Assessment of the Individuals with Disabilities Education Act, including an evaluation of the adequate yearly progress of schools accountable for students with disabilities and of a program to prepare teachers of students with disabilities. In addition, Rice managed the congressionally mandated evaluation of the Regional Education Laboratories, and designed evaluations of random-student drug testing and after-school programs.

## **JUAN CARLOS BOJORQUEZ, SENIOR RESEARCH ASSOCIATE**

Juan Carlos Bojorquez is a Senior Research Associate at WestEd and, as **co-Project Director**, will oversee all aspects of the implementation evaluation. Bojorquez has directed state and regional projects for multiple agencies. Currently, he directs two arts based program evaluations as provides assistance on the evaluation of the Nevada Department of Education's School Improvement Grant (SIG) program being conducted by the Southwest Comprehensive Center. For the Nevada SIG program evaluation, Bojorquez co-developed indicators of progress, monitoring protocols, and an evaluation handbook to guide site visits and inform schools and districts about evaluation requirements and expectations. Bojorquez also coordinates the evaluation of the Southwest Comprehensive Center, leading data collection efforts with state education agency leadership, data analysis, and report writing. Bojorquez also has worked on numerous other evaluations, including: NEARStar, "6 to 6" Extended School Day, Beckman Scholars, Families and Communities Together, California Arts Council, National Endowment for the Arts, and Public Broadcasting Service. Currently, his projects include Beckman@Science, Streetside Stories, KIPP Bayview, and All Kinds Of Minds.

## **SHARON A. HERPIN, SENIOR RESEARCH ASSOCIATE**

Sharon Herpin is a Senior Research Associate at WestEd and will serve as **Task Leader for the Qualitative Analysis, and Site Visit and Case Studies Coordinator**. Herpin has more than a decade of research and evaluation experience. She works with a variety of projects related to educational reform, technology, technical assistance, assessment, math, science, and teacher professional development. Herpin has directed national, state, and local evaluations for agencies such as the National Endowment for the Arts (NEA), the California Alliance for Arts Education, and the Rodel Charitable Foundation of Arizona. For the evaluation of Nevada Department of Education's School Improvement Grant (SIG) program, she co-developed indicators of progress, monitoring protocols, and an evaluation handbook to guide site visits and to inform schools and districts about evaluation requirements and expectations. Currently, she directs the evaluation of St. Francis Career College's *LVN-RN* Bridge Program, coordinates the evaluation of the Assessment and Accountability Content Center, and serves at a senior researcher for the First in Math randomized control trial, and the Quality of Evidence Improvement Project. Additionally, she has experience with research methodology and design, instrument development, large and small scale data collection and management, quantitative and qualitative data analysis, and project management.

## **JONATHAN NAKAMOTO, RESEARCH ASSOCIATE**

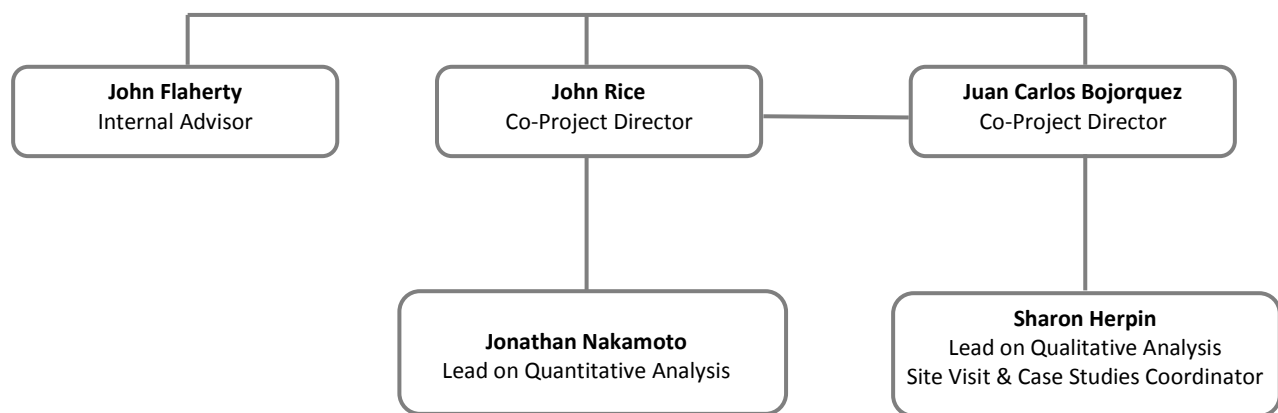
Jonathan Nakamoto is a Research Associate at WestEd and will serve as the **Task Leader on Quantitative Analyst** on the evaluation. Nakamoto develops and manages the sampling, research design, data collection, and data analysis strategies for many of WestEd's more sophisticated evaluation and research projects, including the randomized-control trial of the First in Math® Online Mathematics Program in New York City and WestEd's evaluation of the Special Education Teacher Professional Development (SETPD) Pilot Project. Nakamoto has extensive experience

managing large databases and with analyzing longitudinal and multivariate educational data. He has worked with databases from a number of school districts and has analyzed the national *EDFacts* database. His published work has utilized a variety of analytic techniques including hierarchical linear modeling, structural equation modeling, and meta-analysis. Nakamoto recently worked on the development of a number of surveys and planned their administration using mixed-mode methodologies (i.e., paper-based and web-based).

#### **JOHN FLAHERTY, JR., SENIOR RESEARCH ASSOCIATE**

John Flaherty is a Senior Research Associate at WestEd and will serve as **Internal Advisor** for the MDE SIG evaluation. Flaherty currently serves as project director and manager for a number of key projects at WestEd. He served as Served as Project Director and Coordinator the Evaluation of Comprehensive School Reform Implementation and Outcomes (ECSRIO). He has also served as Project Director for the Charter Schools Program (CSP) Grant Award Database evaluation and the Transition to Teaching (TTT) Performance Report and Evaluation projects, both funded by the Office of Innovation and Improvement at the U.S. Department of Education. Flaherty also received funding from the U.S. Department of Education's Institute of Education Sciences (IES) to conduct an experimental study as part of the Evaluation of the First in Math® Online Mathematics Program in New York City. Previously, Flaherty was an integral part of WestEd's early research into the Charter school movement in CA and nationwide.

**Exhibit 4: Organization Chart**



#### **MANAGEMENT PLAN**

WestEd follows well-developed and firmly established project management procedures that ensure projects stay within budget and produce high-quality, timely deliverables. We strive to find and correct any problems or deviations from the project plans as quickly and efficiently as possible, and pride ourselves on the fact that we maintain open and ongoing communication with our clients



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## MANAGEMENT PLAN

The co-Project Directors, **John Rice** and **Juan Carlos Bojorquez**, are in charge of overseeing and implementing the management plan for the entire project. As such, they will be responsible for making certain that the work is of the highest quality, that deliverables arrive on or before schedule, and that the project stays within budget. Towards this end, WestEd's has several management procedures that will be used for this project.

Weekly Project Team Meetings. The Project Directors will conduct weekly internal project meetings with the project staff in order to determine if the project is progressing according to plan. Specifically, the team will discuss the progress of ongoing tasks, coordination of project work amongst staff, and possible solutions to any encountered or anticipated problems. These meetings will also be used to plan staff members' work on the project for the next several weeks. The frequency of these meetings allows schedule slippage, staffing conflicts, or potential cost overruns to be identified and corrected immediately.

Monthly Project Reviews with Senior Management. The Assistant Director of Evaluation and Research Program will monitor the project through monthly status reports from the Project Directors. After the senior manager receives the status report, he will meet with the Project Directors to go over progress on all major project tasks, projected completion dates of tasks, and recently incurred and projected expenditures. The meeting will also be used to anticipate and resolve any possible upcoming issues with the project. These monthly reviews will ensure that WestEd continually provides the Project Directors with resources that are sufficient to complete the project.

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## QUALITY ASSURANCE

Quality assurance is of critical importance to WestEd and we have well-established procedures for maintaining the highest quality standards. At the project level, quality expectations will be discussed with staff at weekly project meetings. Also, staff will periodically submit ongoing work to the Project Director for review. The Project Director can then implement any necessary corrections and adjustments. In addition, all project deliverables will be carefully reviewed by the Project Director before they are sent to MDE so that all deliverables will meet the highest standards of quality and accuracy.

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## MANAGING COSTS

A crucial aspect of effective project management is cost containment. WestEd has been very successful at containing costs through careful and systematic monitoring of project expenditures for both small and large-scale tasks and projects. Daily business operation - including contract administration, contract compliance, data processing, and accounting functions - are handled through WestEd's Contracts and Accounting/Finance departments. Practices are governed by standard accounting principles, the rules governing government contracts, and specific contractual agreements.

WestEd uses Cognos Financial Management Software to provide monthly reports on both cumulative and monthly project expenditures, and to track both labor and other direct costs in detail. This system has been designed specifically to meet a variety of government reporting requirements and, as such, is fully compliant with Federal Acquisition Regulations (FAR), Department of Education Acquisition Regulations (EDAR), and Education Department General Administrative Regulations (EDGAR). The monthly reports produced from the Cognos system will be used by the Project Director to detect any misalignment between the cost proposal and overall project expenditures, and expenditures by task. In addition, these monthly reports will allow the Project Director to monitor and verify staff labor charges and outside costs. If the Project Director finds that expenditures are higher than expected, he or she will discover the cause(s) and find ways to align the costs with those in the proposal.

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## COMMUNICATING WITH THE CLIENT

WestEd's philosophy is that direct and frequent communication between the client and the Project Director is fundamental to a successful project for two reasons. First, it allows the client to be fully informed about the status of the project. Second, frequent communication allows the project officer, at his or her discretion, to be closely involved with the planning, development, and review of key project materials and deliverables. This results in deliverables that are very responsive to the client's need

The Project Director, **John Rice**, will be the primary point of contact for the client and will communicate directly with the project officer through several means. The first will be through monthly progress and cost reports, which will include the following: activities, accomplishments, and staffing levels for the reporting period; projected activities, accomplishments, and staffing levels for the next two months; both cumulative and prior month expenditures disaggregated by task; a comparison of expenditures and spending plan for the entire project and by task; and discussion of any problems and suggested solutions. Information from the subcontractor's monthly progress and cost reports to the Project Director will also be incorporated into the monthly report received by the client.

In addition, more frequent but less formal communication will occur through weekly emails or phone calls between the Project Director and MDE's project officer, and even more frequently during particularly heavy periods of project activity. This constant line of communication ensures that WestEd can inform the client immediately of any issues that arise, along with the suggested solutions. Even though the Project Director is ultimately responsible for the project work, any other project staff will also will be available for phone calls with the clients should the need arise or at the client's request.

## EVALUATION TIMELINE

The general timeline for this work is from April 2011 to April 2014, in accordance with the RFP from MDE.

Month/Year	Evaluation Tasks/Activities	Deliverable(s)
April 2011	Start of contract.	
April – June 2011	Collect Year 1 implementation data	
May 2011	Collect extant documentation	
September 2011		First Report
January – April, 2012	Collect Year 2 implementation data	
March 2012	Year 1 student achievement scores available	
July 2012		Second Report
November 2012	First round of case study site visits	
January – April, 2013	Collect Year 2 implementation data	
March 2013	Year 2 student achievement scores available	
March 2013	Second round of case study site visits	
July 2013		Third Report
February 2013	Year 3 student achievement scores available	
April 2014		Fourth Report; case study reports; and district-level reports
Every month		Monthly Status Report

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## Appendix: Resumes

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## SUMMARY OF RELATED EXPERIENCE

John Rice is a Senior Research Associate in the Evaluation Research Program at WestEd. Prior to joining WestEd, Dr. Rice managed and directed formative and summative evaluations of federal programs at the Institute of Education Sciences (IES) in the U.S. Department of Education. These evaluations included randomized control trials of school-based mentoring and violence prevention programs. He also managed two descriptive outcome evaluations as part of the National Assessment of the Individuals with Disabilities Education Act (IDEA), including an evaluation of the adequate yearly progress (AYP) of schools accountable for students with disabilities and of a program to prepare teachers of students with disabilities. In addition, Dr. Rice managed the congressionally mandated evaluation of the Regional Education Laboratories (RELs), and was involved with designing evaluations of random student drug-testing and after-school programs. He is currently a researcher on the evaluation of the Rossier School of Education Ed.D. program and its on-site and on-line M.A. programs.

## EDUCATION

- 2003 Ph.D., Human Development (Developmental Psychology), University of California, Irvine
- 1995 M.S., Experimental Psychology, Central Washington University
- 1992 B.A., Psychology, University of California, Irvine

## PROFESSIONAL EXPERIENCE

- 2010– *Senior Research Associate*, Evaluation Research Program; Institutional Development
- Present WestEd, Los Alamitos, CA

Responsibilities include developing and directing evaluations for local, statewide and national agencies, as well as for institutes of higher education, and monitoring project activities and budget expenditures. Evaluation duties include oversight of research design, data collection, data analysis, and oral presentations and report writing, as well as providing information on program improvement to school and district leaders, and stakeholders. For the evaluation of Rossier's School of Education programs, he is designing data collection instruments, data analysis, and reporting.

- 2002– *Associate Research Scientist*, National Center for Education Evaluation and Regional
- 2010 Assistance, Institute of Education Sciences  
U. S. Department of Education, Washington, D.C.

Designed, managed, and monitored multi-site evaluations of federal education programs. Provided technical direction on the formulation of policy-relevant research questions; design of descriptive, quasi-experimental, and experimental studies; construction and use of quantitative and qualitative measures of program delivery and outcomes (surveys, semi-



structured interviews, protocols for classroom observations and expert review of documents); quantitative analysis of original and extant data; and report writing.

1995–  
2002     *Research Assistant*, Department of Psychology and Social Behavior  
University of California, Irvine

Designed studies on children's emotional development, recruited participants, collected survey and interview data, and conducted quantitative analyses. Recruited, trained, and supervised research assistants. Presented findings at research conferences and in peer-reviewed journal articles.

1993–  
1995     *Research Assistant*, Department of Psychology  
Central Washington University, Ellensburg, WA

Designed studies investigating the neuropsychological function of individuals diagnosed with ADHD and Tourette Syndrome, recruited participants, collected survey and interview data, and conducted quantitative analyses. Supervised research assistants and presented findings at regional and national conferences and in peer-reviewed journal articles.

## **PUBLICATIONS**

Rice, J.A., Levine, L. J., & Pizarro, D.A. (2007). "Just stop thinking about it": Effects of emotional disengagement on children's memory for educational material. *Emotion*, 7(4), 812-23.

Goldberg, W.A., Clarke-Stewart, A., Rice, J.A., & Dellis, E. (2002). Emotional energy as an explanatory construct for fathers' engagement with their infants. *Parenting: Science and Practice*, 2, 379-408.

Rice, J.A. & Weyandt, L.L. (2000). Performance on measures of executive function in adults with Tourette Syndrome. *The ADHD Report*, 8(1), 1-7.

## **RECENT PRESENTATIONS**

Rice, J.A. (2009, August). *Findings from the Impact Evaluation of the U. S. Department of Education's Student Mentoring Program*. Presentation at the National Conference for the Office of Safe and Drug-Free Schools, National Harbor, MD.

Jacobson, J., Rice, J. Angelo, L. & Sekino Y. (2009, July). National Center for Education Evaluation Studies under the National Assessment of IDEA. Presentation at the Office of Special Education Program's Project Director's Conference. Washington, D.C.

## **PROFESSIONAL AFFILIATIONS**

- Society for Research on Educational Effectiveness
- Society for Research in Child Development

## **SUMMARY OF RELATED EXPERIENCE**

Juan Carlos Bojorquez, Senior Research Associate with Evaluation Research at WestEd, directs two arts-based program evaluations within San Francisco Unified School District (*The Teachers' Edge Project*, a professional development program for teachers in Title I schools, and *Partnership for Arts and Literacy*, an arts integration program and teacher development program). *The Teachers' Edge Project* prepares teachers to use digital storytelling to teach language arts, social studies, and visual and media arts. *Partnership for Arts and Literacy* uses a wraparound model (in class support, after school support, and individualized portfolio between after school mentor and classroom teacher) and teacher professional development to support students through arts-integrated instruction. Bojorquez also coordinates the evaluation of the *Southwest Comprehensive Center*, a part of a federal network of 16 regional centers that provide technical assistance in order to build capacity of state education agencies to implement No Child Left Behind. This center serves the states of Arizona, Colorado, Nevada, New Mexico, and Utah. Previously, Bojorquez evaluated the *National Endowment for the Arts* Summer Schools in the Arts program, *California Arts Council* Arts in Education Demonstration Project, a national beginning reading program for English Language Learners (*NEARStar*), the Public Broadcasting Service Initiative *Ready to Learn*, and implementation of the America's Choice school reform model in New Mexico. Bojorquez also directed a longitudinal evaluation of an multi-district inquiry-based, hands-on science program, *Beckman@Science* and conducted a community needs assessment of English language learners for Chabot College

## **EDUCATION**

- 2005 M.A., Experimental Psychology, California State University, Fullerton
- 1997 B.A., Psychology, California State University, Fullerton
- 1997 B.A., Criminal Justice, California State University, Fullerton

## **PROFESSIONAL EXPERIENCE**

- 2002– *Senior Research Associate*, Evaluation Research
- Present WestEd, Los Alamitos, CA

Coordinates and directs evaluation activities, including data collection, analysis, and report writing. Currently working on a local evaluation of a science program, a local evaluation of community based programs, a statewide evaluation of arts programs, and a national evaluation of a beginning reading program for English language learners.

- 2001– *Research Assistant*, Evaluation Research
- 2002 WestEd, Los Alamitos, CA

- Conducted evaluation activities for evaluation projects including data collection, analyses, and report writing for evaluation projects.
- 2000–  
2001     *Research Assistant,*  
Career Planning and Placement Center, Fullerton, CA
- Designed and implemented an evaluation of the use of a career development center for a local university.
- 1998–  
2000     *Graduate Assistant,*  
Psychological Testing & Research Methods in Psychology, Fullerton, CA
- 1998–  
1999     *Detention Services Officer,* Juvenile Detention Facility  
Detention Services Los Angeles County Probation Department, Los Angeles, CA
- Supervised and planned daily activities for minors detained at a juvenile facility. Participate in behavior management and crisis intervention.
- 1997–  
1998     *Child Care Counselor,*  
Canyon Acres Residential Treatment Center, Anaheim, CA
- Supervised and managed daily activities for children age's five to twelve in a residential treatment center for children with special needs. Participate in treatment and crisis intervention for resident children.
- 1995–  
2001     *Research Assistant,*  
Fullerton Longitudinal Study, Fullerton, CA
- Conducted research activities including data collection, analyses, and report writing for a 17-year longitudinal study on child development.
- 1991–  
1997     *Project Supervisor,*  
Julian and Sons, Lynwood, CA
- Supervised teams of employees at various construction sites.

## SELECTED PUBLICATIONS AND PRESENTATIONS

- Bojorquez, J.C., Washington, A.Q., Pedroza, V. & Bosma, J. (2010). *Southwest Comprehensive Center Year Five Evaluation Report*. Los Alamitos, CA: WestEd.
- Bojorquez, J.C., Montemayor, I., Winston, D., Li, J. and McCormick, T. (2010). *Literate Learners: Arts in Education Dissemination and Development Final Evaluation Report* Los Alamitos, CA: WestEd.
- Tushnet, N.C., Bojorquez, J.C., McCormick, T., Casky, N., Haagenson, A., & Washington, A.Q., & Ramos, M. (2009). *Southwest Comprehensive Center Year Four Evaluation Report*. Los Alamitos, CA: WestEd.
- Bojorquez, J.C., Ochoa, I., and McCormick, T. (2009). *Evaluation of the Digital Teachers Project: A Professional Development for Arts Educators (PD AE) program*. Los Alamitos, CA: WestEd.

- Tushnet, N.C., Bojorquez, J.C., McCormick, T., Washington, A.Q., & Ramos, M. (2008). *Southwest Comprehensive Center Year Three Evaluation Report*. Los Alamitos, CA: WestEd.
- Herpin, S.A., McCormick, T., Bojorquez, J.C., Washington, A.Q., Ramos, R., & Asgarian, M. (2008). *National Endowment for the Arts' Summer Schools in the Arts final evaluation report*. Los Alamitos, CA: WestEd.
- McCrary, J., Ziobrowski, J., & Bojorquez, J.C. (2008). *America's Choice in Arkansas: Implementation and achievement after one year*. Washington, DC.: WestEd.
- Bojorquez, J.C., McCormick, T., Herpin, S.A., Zibrowski, J., & Asgarian, M. (2007). *Evaluation of the Beckman@Science: Annual report*. Los Alamitos, CA: WestEd.
- McCormick, T., Herpin, S.A., Bojorquez, J.C., Diaz, M., Asgarian, M., & Tushnet, N.C. (2007). *Southwest Comprehensive Center year two evaluation report*. Los Alamitos, CA: WestEd.
- McCormick, T., Herpin, S.A., Bojorquez, J.C., Sifuentes-Den Hartog, M., & Tushnet, N.C. (2007). *Schools Attuned and mentor applications of Schools Attuned, final study report*. San Francisco, CA: WestEd.
- Bojorquez, J.C., McCormick, T., & Herpin, S.A. (2006). *Evaluation of the STAR! Project: Arts in education model development and dissemination*. Los Alamitos, CA: WestEd.
- Bojorquez, J.C., McCormick, T., & Herpin, S.A. (2006). *Evaluation of the Beckman@Science: Annual report*. Los Alamitos, CA: WestEd.
- Herpin, S.A., McCormick, T., Bojorquez, J.C., Washington, A.Q., & Hahn, S. (2006). *National Endowment for the Arts' 2006 Summer Schools in the Arts evaluation report*. Los Alamitos, CA: WestEd.
- McCormick, T., Herpin, S.A., Bojorquez, J.C., & Tushnet, N.C. (2006). *Evaluation of Schools Attuned and mentor applications of Schools Attuned, annual report*. Los Alamitos, CA: WestEd.
- McCormick, T., Bojorquez, J.C., Herpin, S.A., Dailey, K., Tafoya, A., & Ziobrowski, J. (2005). *Evaluation of the Beckman@Science program: Annual evaluation report*. Los Alamitos, CA: WestEd.
- Horowitz, J.E., Davis Sosenko, L., Hoffman, J., Bojorquez, J.C., Dailey, K., Holmes, E., Tafoya, A., Wingren, G., & Ziobrowski, J. (2005). *Evaluation of the PBS Ready to Learn comprehensive treatment study*. Los Alamitos, CA: WestEd.
- Horowitz, J.E., Juffer, K., Davis Sosenko, L., Hoffman, J., Bojorquez, J.C., Dailey, K., & Wingren, G. (2005). *Data collection of the Federal Performance indicators for PBS Ready to Learn: Four five summary report*. Los Alamitos, CA: WestEd.
- McCormick, T., Bojorquez, J.C., Ramsden, S.A., & Bailey, J. (2004). *Evaluation of the Beckman@Science program; Annual report*. Los Alamitos, CA: WestEd.

- Horowitz, J.E., Juffer, K., Davis, L., Stout, J., Bojorquez, J.C., Dailey, K., & Holmes, E. (2004). *Data collection of the Federal Performance indicators for PBS Ready to Learn: Four year summary report*. Los Alamitos, CA: WestEd.
- McCormick, T., Peterson, J., Ramsden, S.A., Tushnet, N., Bojorquez, J.C., Dailey, W., & Bailey, J. (2003). *Evaluation of the California Arts Council's Arts in Education Demonstration projects*. Los Alamitos, CA: WestEd.
- McCormick, T., Bojorquez, J.C., Ramsden, S.A., Dailey, W., & Bailey, J. (2003). *Evaluation of the Beckman@Science program, year three*. Los Alamitos, CA: WestEd.
- Horowitz, J.E., Bojorquez, J.C., Stout, J.L., Ramsden, S.A., & Tafoya, A. (2003). *Evaluation of the NEARStar project: Year two*. Los Alamitos, CA: WestEd.
- Horowitz, J.E., Bojorquez, J.C., Stout, J.L., Ramsden, S.A., & Tafoya, A. (2002). *Evaluation of the NEARStar project: First implementation report*. Los Alamitos, CA: WestEd.
- Ramsden, S.A., Bojorquez, J.C., McCormick, T., & Bailey, J. (2002, November). *Using population statistics in the context of standardized test scores*. Paper presented at the 16<sup>th</sup> annual meeting of the American Evaluation Association, Washington, DC.
- Tushnet, N. & Bojorquez, J.C. (2002). *Evaluation of American Association of School Administrators' dissemination of the Quality School Portfolio*. Los Alamitos, CA: WestEd.
- McCormick, T., Bojorquez, J.C., Ramsden, S.A., Dailey, K., & Dailey, W. (2002). *Evaluation of the Beckman@Science program, year two*. Los Alamitos, CA: WestEd.
- McCormick, T., Bojorquez, J.C., & Howland, J. (2002). *Beckman@Science: A Model for teaching and learning*. Presentation at the annual meeting of the American Association for the Advancement of Science in Boston, MS.
- Sobolew-Shubin, S., Washington, A.Q., Bojorquez, J.C., & Dang, T. (2001). *Evaluation of Families and Communities Together (FaCT) of Orange County*. Los Alamitos, CA: WestEd.
- McCormick, T., Bojorquez, J.C., & Dang, T. (2001). *Evaluation of the Beckman Scholars program*. Los Alamitos, CA: WestEd.
- McCormick, T. & Bojorquez, J.C., Ramsden, S.A., Bailey, J., & Tushnet, N. (2001). *Evaluation of the Beckman@Science program, year one*. Los Alamitos, CA: WestEd.
- McCormick, T., Peterson, J., Shea, S., & Bojorquez, J.C. (2001). *California Arts Council Evaluation of arts education programs*. Los Alamitos, CA: WestEd.
- McCormick, T. & Bojorquez, J.C. (2001). *Independent Evaluation of San Diego's "6 to 6" extended school day program*. Los Alamitos, CA: WestEd.

- Bojorquez, J.C., Root, T., Dadanian, S., Gottfried, A.W., Gottfried, A.E., & Bathurst, K. (2000). *A cross-childhood investigation of academic intrinsic motivation for reading and math achievement*. Presentation at the annual meeting of the American Psychological Association in Washington D.C.
- Bojorquez, J.C., Dadanian, S., Root, T., Bathurst, K., & Gottfried, A.W. (2000). *A longitudinal perspective of the interaction between home environment and academic achievement*. Presentation at the annual meeting of the American Psychological Association in Washington D.C.
- Bojorquez, J.C., Parramore, M., Bathurst, K., & Gottfried, A.W. (1999). *Development of intellectual giftedness: A comparison of children who have and have not achieved their potential*. Presented at the California State Capitol, Sacramento, CA.
- Bojorquez, J.C., Bathurst, K., Steighner, J., & Gottfried, A.W. (1998). *Math achievement and aptitude differences for potentially gifted children*. Presented the annual meeting of the American Psychological Association, San Francisco, CA.
- Bojorquez, J.C., Mason, R., Bathurst, K., & Gottfried, A.W. (1998). *Test-taking behavior and cognitive development*. Presented at the annual meeting of the Western Psychological Association, Albuquerque, NM.
- Bojorquez, J.C., Ellenberger, K., Bathurst, K., & Gottfried, A.W. (1997). *Parental perceptions and intellectual development*. Presented at the annual meeting of the Western Psychological Association, Seattle, WA.
- Bojorquez, J.C., Killian, C.M., Gottfried, A.W., & Bathurst, K. (1997). *Home environment and cognitive development*. Presented at the biennial meeting of the Society for Research in Child Development, Washington, D.C.
- Barter, A., Mason, R., Bojorquez, J.C., Wisdom, J.M., Bathurst, K., & Gottfried, A.W. (1997). *Fundamental methodological issues in a longitudinal study of the stability of children's intelligence*. Presented at the biennial meeting of the Society for Research in Child Development, Washington, D.C.
- Bojorquez, J.C. & Bathurst, K. (1995). *Academic achievement and intellectual development*. Presented at the Claremont Colleges Conference for Undergraduate Research, Claremont, CA.

## PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- American Evaluation Association
- American Association for the Advancement of Science

## SUMMARY OF RELATED EXPERIENCE

Sharon A. Herpin is a Senior Research Associate with the Evaluation Research Program. Herpin has more than a decade of experience evaluating projects related to educational reform, technology, technical assistance, assessment, math, science, the arts, and teacher professional development. Herpin has directed national, state, and local evaluations for agencies such as the National Endowment for the Arts (NEA), the California Alliance for Arts Education, Center Theatre Group, and the Rodel Charitable Foundation of Arizona. Currently, she directs the evaluation of St. Francis Career College's *LVN-RN Bridge Program*, and the *Online Learning Environment Evaluation* for the Massachusetts Department of Elementary and Secondary Education. Herpin also serves as project manager for the evaluation of the Assessment and Accountability Content Center, the University of Southern California's (USC) Rossier School of Education *Doctorate in Education Program* and online *Master's in Teaching Program* (MAT@USC). Herpin also serves as senior researcher for the *First in Math* randomized control trial, the *Quality of Evidence Improvement Project*, and the evaluation of Nevada Department of Education's *School Improvement Grant* program. Examples of her previous program evaluations include *Virtual Hi-Tech High*, *Local Accountability Professional Development Series*, *All Kinds of Mind's School's Attuned* program, *Beckman@Science*, *Smaller Learning Communities*, and the *Longitudinal Assessment of Comprehensive School Reform Implementation and Outcomes*. She is experienced in research methodology and design, instrument development, large and small data collection and management, quantitative and qualitative data analysis, and project management. Additionally, Herpin has provided technical assistance on a variety of research and evaluation topics, including research methodology, data collection, instrumentation, data analysis, and reporting findings.

## EDUCATION

- 2000 M.A., Experimental Psychology, California State University, Fullerton
- 1998 B.A., Psychology, California State University, Fullerton

## PROFESSIONAL EXPERIENCE

- 2000– Present *Senior Research Associate*, Evaluation Research  
WestEd, Los Alamitos, CA

Direct and coordinate single and multi-site evaluations related to education, teacher professional development, mentoring, assessment, the arts, sciences, mathematics, technology, school reform, and technical assistance.

Responsible for directing projects, developing research designs, maintaining client relations, monitoring project activities and budget expenditures, developing data collection methods and instruments, conducting site visits, analyzing and interpreting quantitative and qualitative data, providing technical assistance, making presentations, and writing proposals and reports.

- 2000      *Research Assistant*, Health and Human Development  
WestEd, Los Alamitos, CA
- Worked with two large-scale survey research projects, the California Healthy Kids Survey (CHKS) and the California Student Survey (CSS). Organized survey administration, tracked survey completion and data entry, and assisted with reports school level reports.
- 1999–      *Research Assistant*, Program Evaluation  
2001      California State University, Fullerton, CA
- Member of a research team responsible for evaluating the efficacy of a graduate program. Responsible for project development, data collection, analysis, and presentation of results.
- 1999–      *Graduate Assistant*, Learning and Memory  
2000      California State University, Fullerton, CA
- Assisted professor in classroom activities. Responsible for grading reports and tests, preparation of lab sessions, assisting students in report writing and lectures to the class.
- 1996–      *Research Assistant*, Human Sexuality  
2000      California State University, Fullerton, CA
- Assisted in all aspects of large-scale research project on human sexuality. Responsibilities included instrument design, data collection and analysis, and report writing.

## SELECTED PUBLICATIONS

- Herpin, S.A., Washington, A.Q., & Bosma, J. (2010). *Assessment and Accountability Content Center Year Five Evaluation Report*. San Francisco, CA: WestEd.
- Herpin, S.A. (2010). *St. Francis Career College LVN-RN Bridge Program Evaluation Report*. Los Alamitos, CA: WestEd.
- Abdullah-Welsh, N., Nakamoto, J., Herpin, S.A., Schmidt, J., Hahn, S., Tafoya, A., Sifuentes, M., & Gonzalez, J. (2010). *Special Education Teacher Professional Development (SETPD) Evaluation Study: Final Report*. Sacramento, CA: California Department of Education.
- Flaherty, J., Herpin, S.A., & Nakamoto, J. (2010, June). *Evaluation of the First in Math Online Mathematics Program in New York City: Results from the First Year of Implementation*. Presentation at the 5<sup>th</sup> annual research conference of the Institute for Education Sciences, Washington, D.C.
- McCormick, T. & Herpin, S.A. (2009, November). Capacity Isn't Built in a Day. In S. Horn (Chair) *Evaluating Technical Assistance to Build Organizational Capacity: The Case of the Comprehensive Assistance Centers*. Multi-paper session presented at the 23<sup>rd</sup> annual conference of the American Evaluation Association, Orlando, FL.
- McCormick, T, Herpin, S.A., Washington, A.Q., & Tushnet, N.C. (2009). *Assessment and Accountability Content Center Year Four Evaluation Report*. San Francisco, CA: WestEd.



- Bosma, J. & Herpin, S.A. (2009). *North Central Regional Resource Center (NCRRC): Summary of 2009 Evaluation Activities*. Los Alamitos, CA: WestEd.
- McCormick, T, Herpin, S.A., Washington, A.Q., & Tushnet, N.C. (2008). *Assessment and Accountability Content Center Year Three Evaluation Report*. San Francisco, CA: WestEd.
- Herpin, S.A., McCormick, T., Bojorquez, J.C., Washington, A.Q., Ramos, R., & Asgarian, M. (2008). *National Endowment for the Arts' Summer Schools in the Arts Final Evaluation Report*. Los Alamitos, CA: WestEd.
- Herpin, S.A., Washington, A.Q., & McCormick, T. (2008). *Evaluation of Center Theatre Group's Annenberg Middle School Program: Final Report*. Los Alamitos, CA: WestEd.
- Herpin, S.A., Washington, A.Q., Ramos, R., & McCormick, T. (2007). *Evaluation of the Rodel Exemplary Teacher Initiative, 2<sup>nd</sup> Annual Report*. Los Alamitos, CA: WestEd.
- McCormick, T., Herpin, S.A., Bojorquez, J.C., Diaz, M., Asgarian, M., & Tushnet, N.C. (2007). *Southwest Comprehensive Center Year Two Evaluation Report*. Phoenix, AZ: WestEd.
- Herpin, S.A. & Washington, A.Q. (2007, May). *Evaluation of the Annenberg Middle School Program*. Invited presentation at Betwixt and Be'tween: Middle School Arts Education. Los Angeles, CA: Center Theatre Group.
- McCormick, T., Herpin, S.A., Bojorquez, J.C., Sifuentes-Den Hartog, M., & Tushnet, N.C. (2007). *Schools Attuned and Mentor Applications of Schools Attuned, Final Study Report*. San Francisco, CA: WestEd.
- Bojorquez, J.C., McCormick, T., & Herpin, S.A. (2006). *Evaluation of the STAR! Project: Arts in Education Model Development and Dissemination*. Los Alamitos, CA: WestEd.
- Herpin, S.A., McCormick, T., Bojorquez, J.C., Washington, A.Q., & Hahn, S. (2006). *National Endowment for the Arts' 2006 Summer Schools in the Arts Evaluation Report*. Los Alamitos, CA: WestEd.
- Herpin, S.A. & McCormick, T. (2006, November). *The Consequences of Arts Evaluation: A Matter of Interpretation*. Paper presented at the 20<sup>th</sup> annual meeting of the American Evaluation Association, Portland, OR.
- Cunningham, S., Farr, B., McCormick, T., & Herpin, S.A. (2006, September). *Evaluation and Assessment in National Endowment for the Arts' Arts Education Initiatives*. Invited presentation at the Moving toward Evidenced-based Arts Education Forum. Washington, D.C.: Arts Education Partnership.
- Bojorquez, J.C., McCormick, T., & Herpin, S.A. (2006). *Evaluation of the Beckman@Science Program: Annual Evaluation Report*. Los Alamitos, CA: WestEd.
- McCormick, T., Herpin, S.A., Bojorquez, J.C., & Tushnet, N.C. (2006). *Evaluation of Schools Attuned and Mentor Applications of Schools Attuned, Annual Report*. Los Alamitos, CA: WestEd.

- McCormick, T., Herpin, S.A., & Tushnet, N.C. (2005). *National Endowment for the Arts' 2005 Summer Schools in the Arts Evaluation Report*. Los Alamitos, CA: WestEd.
- Herpin, S.A. (2005, October). *Examining a Technology-based School Program and its Impact on Student Achievement*. Paper presented at the joint conference of the Canadian Evaluation Society and American Evaluation Association, Toronto, Canada.
- McCormick, T. & Herpin, S.A. (2005, October). *Arts Evaluation for Art's Sake: Bridging the Gap between Arts Organizations and Evaluators*. Think tank session presented at the joint conference of the Canadian Evaluation Society and American Evaluation Association, Toronto, Canada.
- Herpin, S.A. (2005, October). Evaluating the Impact of Professional Development on Teachers' Standards-based Instructional Planning and Practices and Student Achievement. In S. Modarresi (Chair) *Applying Experimental and Quasi-experimental Designs to the Evaluation of Teacher Professional Development Programs*. Multi-paper session presented at the joint conference of the Canadian Evaluation Society and American Evaluation Association, Toronto, Canada.
- Herpin, S.A., & McCormick, T. (2005). *Community Arts Education Project, Evaluation Report*. Los Alamitos, CA: WestEd.
- McCormick, T., Bojorquez, J.C., Herpin, S.A., Dailey, K., Tafoya, A., & Ziobrowski, J. (2005). *Evaluation of the Beckman@Science Program: Annual Evaluation Report*. Los Alamitos, CA: WestEd.
- Chesswas, R., & Herpin, S.A. (2004). *Virtual Hi-Tech High Final Evaluation Report 2000-2004*. Los Alamitos, CA: WestEd.
- McCormick, T., Ramsden, S.A., & Tushnet, N.C. (2004). *National Endowment for the Arts' Summer Schools in the Arts Pilot Project 2004: Evaluation Report*. Los Alamitos, CA: WestEd.
- Sobolew-Shubin, S., Smith, A., & Ramsden, S.A. (2004). *Evaluation of Opening Minds Through the Arts: Final Report*. Los Alamitos, CA: WestEd.
- McCormick, T., Peterson, J., Ramsden, S.A., Tushnet, N., Bojorquez, J.C., Dailey, W., & Bailey, J. (2004). *Arts Lab 101: The Results are In, Engaging California's Students and Educators through the Arts*. Sacramento, CA: California Arts Council.
- McCormick, T., Peterson, J., Ramsden, S.A., Tushnet, N., Bojorquez, J.C., Dailey, W., & Bailey, J. (2003). *Evaluation of the California Art Council's Arts in Education Demonstration Projects: Final Report*. Los Alamitos, CA: WestEd.
- Horowitz, J.E., Bojorquez, J.C., Stout, J.L., Ramsden, S.A., & Tafoya, A. (2003). *Evaluation of the (Network for English Acquisition and Reading Star Schools (NEARStar) Project: Year Two*. Los Alamitos, CA: WestEd.
- McCormick, T. & Ramsden, S.A. (2003, November). *Arts Education in California: A Statewide Evaluation*. Paper presented at the 82<sup>nd</sup> annual meeting of the California Educational Research Association, San Francisco, CA.

- McCormick, T., Ramsden, S.A., & Bojorquez, J.C. (2003, November). *A Method to the Madness: Evaluating a Statewide Arts in Education Program*. Paper presented at the 17<sup>th</sup> annual meeting of the American Evaluation Association, Reno, NV.
- Chesswas, R. & Ramsden, S.A. (2003, November). *Real Time Evaluation of Development Projects*. Paper presented at the 17<sup>th</sup> annual meeting of the American Evaluation Association, Reno, NV.
- McCormick, T., Bojorquez, J.C., & Ramsden, S.A. (2003, November). *After the Fact: Examining the Lasting Impact of a K-6 Inquiry-based Science Program*. Paper presented at the 17<sup>th</sup> annual meeting of the American Evaluation Association, Reno, NV.
- Chesswas, R., & Ramsden, S.A. (2003). *Virtual Hi-Tech High: Baseline Evaluation Report Year Three*. Los Alamitos, CA: WestEd.
- McCormick, T., Bojorquez, J.C., Ramsden, S.A., & Dailey, W. (2003). *Evaluation of the Beckman@Science Program: Report 2003*. Los Alamitos, CA: WestEd.
- Ramsden, S.A., Bojorquez, J.C., McCormick, T., & Bailey, J. (2002, November). *Using Population Statistics in the Context of Standardized Test Scores*. Paper presented at the 16<sup>th</sup> annual meeting of the American Evaluation Association, Washington, D.C.
- Ramsden, S.A., Chesswas, R., Rayyes, N., Heredia, A., Shea, S., & Cerna, O. (2002, November). *Evaluating a Middle Grades Comprehensive Reform Model: Multiple Perspectives and Voices*. Paper presented at the 16<sup>th</sup> annual meeting of the American Evaluation Association, Washington, D.C.
- McCormick, T., Peterson, J., Tushnet, N.C., Dailey, W., Diaz, M., Diaz-Mesa, R., Ramsden, S.A., Rayyes, N., & Shea, S. (2002). *California Arts Council: Evaluation of the Arts Education Demonstration Project, Annual Progress Report*. Los Alamitos, CA: WestEd.
- Chesswas, R., Cerna, O., Heredia, A., Ramsden, S.A., Rayyes, N., Shea, S., & Tushnet, N.C. (2002). *Different Ways of Knowing: First Year of Implementation, Annual Evaluation Report*. Los Alamitos, CA: WestEd.
- Horowitz, J.E., Bojorquez, J.C., Stout, J.L., Ramsden, S.A., & Tafoya, A. (2002). *Evaluation of the Network for English Acquisition and Reading Star Schools (NEARStar) Project: First Implementation Report*. Los Alamitos, CA: WestEd.
- Chesswas, R., & Ramsden, S.A. (2002). *Virtual Hi-Tech High: Year Two Evaluation Report*. Los Alamitos, CA: WestEd.
- McCormick, T., Bojorquez, J.C., Ramsden, S.A., Dailey, K., & Dailey, W. (2002). *Evaluation of the Beckman@Science Program: Final Report*. Los Alamitos, CA: WestEd.
- Wade, K. & Ramsden, S.A. (2002). *Child-specific Recruitment: Project of Orange County Social Services, Adoptions and Foster Care Division*. Los Alamitos, CA: ChildStrength/WestEd.
- Ramsden, S.A., & Wade, K. (2001). *An Evaluation of the St. Francis Career College Foster Youth Career Training Pilot Project: Final Report*. Los Alamitos, CA: ChildStrength/WestEd.

- Ramsden, S.A., Kim, T. E., Rodlin, V., & Drake, P. J. (2001, May). Through the Decades: An Evaluation of a Master of Arts Program in Experimental Psychology. In K. Bathurst (Chair) *GRE, Gender, and Historical Trends: Results from an Evaluation of a Master of Arts Program in Experimental Psychology*. Symposium conducted at the 81<sup>st</sup> annual meeting of the Western Psychological Association, Maui, Hawaii.
- Rodlin, V., Dailey, K. D., Ramsden, S.A., & Bojorquez, J. C. (2001, May). What Wisdom is found in Reliance on the GRE as a Measure of Success? In K. Bathurst (Chair) *GRE, Gender, and Historical Trends: Results from an Evaluation of a Master of Arts Program in Experimental Psychology*. Symposia conducted at the 81<sup>st</sup> annual meeting of the Western Psychological Association, Maui, Hawaii.
- Ramsden, S.A. (2001, March). Things to Consider When Implementing an Assessment. In K. Bathurst (Chair), *How to Get Started in Assessment on a Shoestring*. Symposium conducted at the 5<sup>th</sup> annual Assessment Conference, Fullerton, California.
- Ramsden, S.A. & Horowitz, J.E. (2000). *Findings from the Survey of Participants at the Third Annual Building Collaboratives, Mobilizing Communities Conference*. Los Alamitos, CA: WestEd.

## **SELECTED PROFESSIONAL ACTIVITIES AND HONORS**

- Board Member – Animal Assistance League of Orange County, 2006 – 2008.
- Co-chair – Evaluating the Arts and Culture Topical Interest Group of the American Evaluation Association, 2005 – 2007.

## **SELECTED PROFESSIONAL AFFILIATIONS**

- American Evaluation Association
- American Psychological Association
- National Art Education Association
- Western Psychological Association



Headquarters: 730 Harrison Street, San Francisco, CA 94107-1242  
Tel: 415-565-3000 Fax: 415-565-3012

**JONATHAN NAKAMOTO**

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## **SUMMARY OF RELATED EXPERIENCE**

Jonathan Nakamoto is a Research Associate in the Evaluation Research Program at WestEd. Nakamoto develops and manages the sampling, research design, data collection, and data analysis strategies for many of the Program's more sophisticated evaluation and research projects. Nakamoto has extensive experience analyzing longitudinal and multivariate educational data.

Nakamoto is currently the lead analyst for WestEd's evaluation of the First in Math® (FIM) Online Mathematics Program. This evaluation employs a cluster-randomized design and is funded by the U.S. Department of Education's (ED) Institute of Education Sciences. In addition, he is the lead analyst for WestEd's Charter Schools Program Grant Award Database project. This project, which is funded by the ED's Office of Innovation and Improvement, uses ED*Facts* performance data extensively. Nakamoto recently completed an evaluation of California's Special Education Teacher Professional Development (SETPD) program. The SETPD evaluation utilized a quasi-experimental design with matched comparison schools and was funded by the California Department of Education.

Nakamoto's published work in peer-reviewed journals has utilized a variety of analytic techniques including hierarchical linear modeling, structural equation modeling, multiple imputation, and meta-analysis. Prior to joining WestEd, Nakamoto worked for the Quality Assurance and Research Division at Para Los Niños, a nonprofit organization that serves children and families in some of Los Angeles' most challenging communities. He received a Master's degree and Ph.D. in developmental psychology from the University of Southern California.

## **EDUCATION**

- 2008      Ph.D., Developmental Psychology, University of Southern California
- 2005      M.A., Developmental Psychology, University of Southern California
- 2003      B.A., Psychology, Occidental College

## **PROFESSIONAL EXPERIENCE**

- 2007–      *Research Associate*, Evaluation Research Program
- Present    WestEd, Los Alamitos, CA

Responsibilities include analyzing quantitative and qualitative data, designing sampling plans and surveys, managing databases, conducting site visits, and writing reports for evaluation projects.

- 2007 *Intern*, Quality Assurance and Research Division  
Para Los Niños, Los Angeles, CA
- Conducted an evaluation of the Para Los Niños Charter School's academic performance. Assisted in planning evaluations of the organization's preschools and after-school program. Assisted in needs assessments for homeless programs, a charter school for middle school students, and full-day preschool. Supported the Quality Assurance Director's accreditation activities.
- 2003–  
2007 *Research Assistant*, Psychology Department  
University of Southern California, Los Angeles, CA
- Analyzed data and prepared manuscripts for publication for studies investigating preschoolers' language development, the reading development of bilingual English-Spanish elementary school children, and children and adolescents' peer relations. Designed studies to investigate children and adolescents' peer relations and collected data at elementary, middle, and high schools in the Los Angeles Region.
- 2003–  
2007 *Research Assistant*, Center for Urban Education  
University of Southern California, Los Angeles, CA
- Analyzed qualitative and quantitative data for an action research project that collaborated with institutional researchers, faculty, and administrators at community colleges.
- 2006–  
2007 *Teaching Assistant*, Psychological Statistics  
University of Southern California, Los Angeles, CA
- Led laboratory sections that introduced SPSS. Graded laboratory assignments, homework, quizzes, and tests.
- 2004–  
2005 *Teaching Assistant*, Developmental Psychology  
University of Southern California, Los Angeles, CA
- Led discussion sections and graded papers, quizzes, and tests. Helped to integrate a tutoring program, operated by USC's Joint Educational Project at LAUSD schools, into the course's curriculum.
- 2003 *Research Assistant*, Institutional Research and Assessment Group  
Occidental College, Los Angeles, CA
- Analyzed institutional data and prepared reports to add to Occidental's database. Coded surveys from alumni and students.

## PUBLICATIONS

- Lonigan, C. J., Farver, J. M., Nakamoto, J., & Eppe, S. (under review). Developmental trajectories of preschool early literacy skills: A comparison of English-language learners and monolingual English-speakers.
- Gorman, A. H., Schwartz, D., & Nakamoto, J. (under review). Unpopularity and disliking among peers: Partially distinct dimensions of adolescents' social experiences.

- Nakamoto, J., Lindsey, K. A., & Manis, F. R. (in press). Development of reading skills from K-3 in Spanish-speaking English language learners following three programs of instruction. *Reading and Writing: An Interdisciplinary Journal*.
- Nakamoto, J., & Schwartz, D. (in press). The association between peer victimization and functioning at school among urban Latino children. *Journal of Applied Developmental Psychology*.
- Loera, G., Rueda, R. S., & Nakamoto, J. (in press). The association between parental involvement in reading and schooling and children's reading engagement in Latino families. *Literacy Research and Instruction*.
- Nakamoto, J., & Schwartz, D. (2010). Is peer victimization associated with academic achievement? A meta-analytic review. *Social Development, 19*(2), 221-242.
- Schwartz, D., Gorman, A. H., Duong, M. T., & Nakamoto, J. (2008). Peer relationships and academic achievement as interacting predictors of depressive symptoms during middle childhood. *Journal of Abnormal Psychology, 117*(2), 289-299.
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- Kelly, B. M., Schwartz, D., Gorman, A. H., & Nakamoto, J. (2008). Violent victimization in the community and children's subsequent peer rejection: The mediating role of emotion dysregulation. *Journal of Abnormal Child Psychology, 36*(2), 175-185.
- Kezar, A., Glenn, W. J., Lester, J., & Nakamoto, J. (2008). Examining organizational contextual features that affect implementation of equity initiatives. *Journal of Higher Education, 79*(2), 125-159.
- Farver, J. M., Nakamoto, J., & Lonigan, C. J. (2007). Assessing preschoolers' emergent literacy skills in English and Spanish with the Get Ready to Read! screening tool. *Annals of Dyslexia, 57*(2), 161-178.
- Bruno, J. L., Manis, F. R., Keating, P., Sperling, A. J., Nakamoto, J., & Seidenberg, M. S. (2007). Auditory word identification in dyslexic and normally achieving readers. *Journal of Experimental Child Psychology, 97*(3), 183-204.
- Nakamoto, J., Lindsey, K., & Manis, F. R. (2007). A longitudinal analysis of English language learners' word decoding and reading comprehension. *Reading and Writing: An Interdisciplinary Journal, 20*(7), 691-719.
- Schwartz, D., Gorman, A. H., Nakamoto, J., & McKay, T. (2006). Popularity, social acceptance, and aggression in adolescent peer groups: Links with academic performance and school attendance. *Developmental Psychology, 42*(6), 1116-1127.
- Schwartz, D., Gorman, A. H., Nakamoto, J., & Toblin, R. L. (2005). Victimization in the peer group and children's academic functioning. *Journal of Educational Psychology, 97*(3), 425-435.
- Newhall, E., Gorman, A. H., Nakamoto, J., & Carroll, B. (2003). Institutionalizing diversity: Living and learning communities at Occidental College. *Diversity Digest, 7*(4), 6-7.

## TECHNICAL RESEARCH REPORTS

- Abdullah-Welsh, N., Nakamoto, J., Herpin, S. A., Schmidt, J., Hahn, S., Tafoya, A., Sifuentes, M., & Gonzalez, J. (2010). *Special Education Teacher Professional Development (SETPD) evaluation study: Final report*. Los Alamitos, CA: WestEd.
- Diaz, R., Hoffman, A., & Nakamoto, J. (2010). *Evaluation of the Teaching American History for All Program: Year four evaluation report*. Oakland, CA: WestEd.
- Diaz, R., & Nakamoto, J. (2009). *Evaluation of the Teaching American History for All Program: Year three evaluation report for academic year 2008-09*. Oakland, CA: WestEd.
- Flaherty, J. F., Nakamoto, J., & Tejwani, J. J. (2009). *Transition to Teaching program evaluation: An interim report on the FY 2004 grantees*. Los Alamitos, CA: WestEd.
- Loera, G., Nakamoto, J., Rueda, R., Moulton, K., & Moses, D. (2009). *Preparing health science teachers for a world in networking: Increasing teacher collegiality and professionalism practices*. Long Beach, CA: Mental Health America of Los Angeles.
- Rueda, R., Loera, G., Fujii, K., Moulton, K., Ragusa, G., Oh, Y. J., & Nakamoto, J. (2008). *Learning and motivational characteristics of urban high school students*. Long Beach, CA: Mental Health America of Los Angeles.
- Diaz, R., & Nakamoto, J. (2008). *Evaluation of the Teaching American History for All Program: Year two evaluation report for academic year 2007-08*. Oakland, CA: WestEd.
- Diaz, R., & Nakamoto, J. (2008). *Smaller learning communities at San Jose Unified School District: Final evaluation report for academic years 2006-07 and 2007-08*. Oakland, CA: WestEd.
- Flaherty, J. F., Nakamoto, J., & Salaam, K. (2008). *Report on the Charter Schools Program (CSP) Data Collection Project: An analysis of the CSP grantee award and performance data*. Los Alamitos, CA: WestEd.

## PRESENTATIONS

- Nakamoto, J., Goldsmith, P., & Weaver, L. (2011, February). *Bridging academic literacy and learning with the realities of high stakes testing: Findings from the Teaching American History grant partnership between Mt. Diablo Unified School District and UC Berkeley History-Social Science Project*. Paper presented at the UC Davis School of Education Academic Literacy Summit, Davis, CA.
- Flaherty, J. F., & Nakamoto, J. (2009, October). *CSP data collection 2007-08 analysis – final results*. Paper presented at the Office of Parental Options and Information Project Directors Conference, Washington, DC.
- Nakamoto, J., & Schwartz, D. (2009, April). *Is peer victimization associated with academic achievement? A meta-analytic review*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.



- Dowd, A., Malcom, L., & Nakamoto, J. (2007, November). *Institutional researchers and the culture of inquiry: Facilitating organizational learning and change*. Paper presented at the annual meeting for the Association for the Study of Higher Education, Louisville, KY.
- Nakamoto, J. (2007, April). *The association between peer victimization and academic achievement: A meta-analytic and theoretical review*. Paper presented at the Clinical Brownbag Lunch at the University of Southern California, Los Angeles, CA.
- Manis, F. R., Lindsey, K., & Nakamoto, J. (2007, March). *Development of reading in Spanish speakers: Patterns in three reading programs*. Paper presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Manis, F. R., Lindsey, K., & Nakamoto, J. (2005, June). *Reading comprehension and fluency in 1st-5th grade English language learners*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto, Canada.
- Nakamoto, J., Gorman, A. H., Schwartz, D., & McKay, T. (2004, March). *Peer perceived popularity and adolescents' academic engagement*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Baltimore, MD.
- Gorman, A. H., Schwartz, D., Nakamoto, J., Toblin, R., & Abou-Ezziddine, T. (2003, April). *Peer perceived popularity, aggression, and trajectories of academic achievement in early adolescence*. Paper presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Gorman, A. H., Newhall, E., & Nakamoto, J. (2003, January). *Assessment of Occidental College's Living and Learning Community*. Paper presented at the meeting of the Association of American Colleges and Universities, Seattle, WA.
- Nakamoto, J. (2002, August). *Occidental's Living and Learning Community: Assessment of the program's impact*. Paper presented at the Occidental College Summer Research Conference, Los Angeles, CA.

## POSTER PRESENTATIONS

- Flaherty, J. F., Herpin, S., Nakamoto, J., & Asgarian, M. (2010, June). *Evaluation of the First In Math® Online Mathematics Program in New York City: Year 1 Preliminary Results*. Poster session presented at the 2010 Institute of Education Sciences (IES) Research Conference, National Harbor, MD.
- Loera, G., Rueda, R. S., Fujii, K., Moulton, K., Ragusa, G., Oh, Y. J., & Nakamoto, J. (2010, May). *Learning and motivational characteristics of urban high school students*. Poster session presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Manis, F. R., Lindsey, K. A., & Nakamoto, J. (2009, June). *Contribution of early reading skill and language exposure to comprehension in English language learners*. Poster session presented at the annual meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Nakamoto, J. (2009, April). *Mediators and moderators of the association between peer victimization and school functioning in Latino children*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Nakamoto, J., Lindsey, K., & Manis, F. R. (2007, March). *Tracking English language learners' word decoding and reading comprehension from first grade through seventh grade*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

- Duong, M. T., Nakamoto, J., Schwartz, D., & Gorman, A. H. (2007, March). *Peer relationships and academic achievement as interacting predictors of depressive symptoms during middle childhood*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Manis, F. R., Nakamoto, J., & Lindsey, K. (2006, July). *Growth of word decoding and reading comprehension in English language learners*. Poster session presented at the annual meeting of the Society for the Scientific Study of Reading, Vancouver, Canada.
- Schwartz, D., Gorman, A. H., & Nakamoto, J. (2005, April). *Peer victimization and children's academic functioning*. Poster session presented at the biennial meeting for the Society for Research in Child Development, Atlanta, GA.
- Bruno, J. L., Manis, F. R., Nakamoto, J., Sperling, A., & Arensberg, A. (2005, April). *Speech perception and phonological awareness in dyslexic and non-dyslexic children*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

## **SELECTED PROFESSIONAL ACTIVITIES**

- Reviewer for *The Journal of Early Adolescence*, *Scientific Studies of Reading*, *Journal of Applied Developmental Psychology*, and *Applied Psycholinguistics*

## **PROFESSIONAL AFFILIATIONS**

- Society for Research in Child Development
- American Evaluation Association

## **SUMMARY OF RELATED EXPERIENCE**

John F. Flaherty serves as project director and manager for several education evaluation projects at WestEd. He is the Project Director for the Charter Schools Program (CSP) Grant Award Database and the Transition to Teaching (TTT) Performance Report and Evaluation projects, both funded by the Office of Innovation and Improvement at the U.S. Department of Education. Flaherty also received funding from the U.S. Department of Education's Institute of Education Sciences (IES) to conduct an experimental study as part of the *Evaluation of the First in Math® Online Mathematics Program in New York City*. More recently, Flaherty joined a team of researchers at WestEd to conduct an evaluation of the Ed.D. program at the University of Southern California's Rossier School of Education. This evaluation examines program implementation and the impact on graduates' level of preparation for employment. Flaherty also was an integral part of the WestEd's early research into the Charter school movement in CA and nationwide, serving as co-editor of the WestEd publication *Freedom and Innovation in California's Charter Schools*.

Flaherty has managed staff and coordinated efforts in all areas of evaluation research. He has experience using multiple data collection methods, and is especially experienced in case study methods and exploring and evaluating school reform efforts. As project manager, Flaherty is responsible for a myriad of tasks, from designing instruments and collecting, cleaning, and managing data, to analyzing, summarizing, and reporting research results. He also regularly contributes to other projects and proposal-writing efforts as needed, and mentors other research staff as they engage in these activities.

## **EDUCATION**

- |      |  |
|------|--|
| 1992 | MA, Applied Sociology, University of Massachusetts at Boston           |
| 1989 | BA, Sociology (magna cum laude), University of Massachusetts at Boston |

## **PROFESSIONAL EXPERIENCE**

- |         |   |
|---------|---|
| 2006–   | <i>Project Director</i> , Evaluation Research |
| Present | WestEd, Los Alamitos, CA                      |

### **Project Director:**

- Evaluation of the First in Math® Online Mathematics Program in New York City.
- Charter Schools Program (CSP) Grant Award Database.
- Transition to Teaching (TTT) Performance Report and Evaluation.
- Evaluation of Early Reading First in the Newport-Mesa (CA) USD.

Responsibilities include designing, conducting and managing evaluation activities,

coordinating data analysis, writing reports, and communicating findings and making recommendations to clients, policymakers and interested stakeholders.

2001–  
2006     *Senior Research Associate*, Evaluation Research  
WestEd, Los Alamitos, CA

Served as Project Director and Coordinator on a number of projects, including the Longitudinal Assessment of Comprehensive School reform (CSR) Implementation and Outcomes (LACIO); the Evaluation of the First In Math® Online Mathematics Program: Bethlehem Area School District, Bethlehem, PA and National School District, San Diego, CA; and the Evaluation of the California Academic Partnership Program (CAPP): Standards Implementation Projects.

1997–  
2001     *Research Associate*, Evaluation Research  
WestEd, Los Alamitos, CA

Assisted in designing and conducting evaluation activities, coordinating data analysis, and disseminating findings for several projects, including the Teachers As Agents of Systemic Change Evaluation and the Resolving Conflict Creatively Program (RCCP) Dissemination Evaluation.

1994–  
1997     *Research Associate*, Policy Support and Studies  
WestEd / Southwest Regional Laboratory, Los Alamitos, CA

1992–  
1994     *Research Assistant*, Research & Evaluation  
Southwest Regional Laboratory, Los Alamitos, CA

1991     *Data Analyst*  
Department of Mental Health, Boston, MA

1990–  
1991     *Statistics Laboratory Instructor*, Gerontology Program  
University of Massachusetts at Boston, Boston, MA

## SELECTED PUBLICATIONS AND PRESENTATIONS

Tejwani, J., Nakamoto, J., & Flaherty, J. (in press). *Transition to Teaching Program Evaluation: Final Report on the FY 2002 Grantees*. Los Alamitos, CA: WestEd.

Flaherty, J., & Haagenon, A. (2010). *Early Success for Children's Achievement of Language and Early Reading Acquisition (ESCALERA): Year 3 (2009-10) Evaluation Report*. Los Alamitos, CA: WestEd.

Flaherty, J., & Haagenon, A. (2010). *Early Success for Children's Achievement of Language and Early Reading Acquisition (ESCALERA): Year 2 (2008-09) Evaluation Report*. Los Alamitos, CA: WestEd.

Flaherty, J., Nakamoto, J., & Tejwani, J. (2010). *Transition to Teaching Program Evaluation: Interim Report on the FY 2004 Grantees*. Los Alamitos, CA: WestEd.

Flaherty, J., Nakamoto, J., & Salaam, K. (2008). *Report on the Charter Schools Program (CSP) Data Collection Project: An Analysis of the CSP Grantee Award and Performance Data*. Los Alamitos, CA: WestEd.

- Heredia, A., Tushnet, N.C., Flaherty, J.F., Cooper, P. & Pedroza, V. (2006). *Evaluation of the Superintendent's Urban Principal Initiative of the Miami-Dade County Public Schools: First annual evaluation report*. Los Alamitos, CA: WestEd.
- Connolly, B.C., Cooper, P & Flaherty, J.F., (2006). *Evaluation of the First In Math® online mathematics program: Bethlehem Area School District, Bethlehem, PA*. Los Alamitos, CA: WestEd.
- Flaherty, J.F., Connolly, B.C. & Bayha, J.L. (2005). *Evaluation of the First In Math® online mathematics program: National School District, San Diego, CA*. Los Alamitos, CA: WestEd.
- Tushnet, N.C., Flaherty, J.F. & Smith, A.K. (2005). *Longitudinal assessment of comprehensive school reform program implementation and outcomes (LACIO)*. Paper presented at the American Educational Research Association Annual Meeting, Montreal.
- Tushnet, N.C., Flaherty, J.F. & Smith, A.K. (2004). *Longitudinal assessment of comprehensive school reform program implementation and outcomes: First-year report*. Washington, DC: U.S. Department of Education, Policy and Program Studies Service.
- Flaherty, J., Diaz-Meza, R., Holmes, E. (2003). *Evaluation of the California Academic Partnership Program (CAPP) standards implementation grants: Year three student data report*. Los Alamitos, CA: WestEd.
- Flaherty, J., Heredia, A., Diaz-Meza, R., Holmes, E. (2002). *Evaluation of the California Academic Partnership Program (CAPP) standards implementation grants: Year three formative report*. Los Alamitos, CA: WestEd.
- Flaherty, J., Heredia, A., Diaz-Meza, R. (February 2002) *Evaluation of the California Academic Partnership Program (CAPP) standards implementation grants: Year two formative report*. Los Alamitos, CA: WestEd.
- Flaherty, J., Heredia, A., Curry-Sparks, K., Diaz-Meza, R., Santos, J., Horowitz, J. (2001). *Evaluation of the California Academic Partnership Program (CAPP) standards implementation grants: Year one report*. Los Alamitos, CA: WestEd.
- Flaherty, J. (2000). *Local systemic change 1999-00 core evaluation report: Project #09: Teachers as Agents of Systemic Change (TAASC), Pomona, CA*. Los Alamitos, CA: WestEd.
- Flaherty, J. (2000). *Resolving Conflict Creatively Program (RCCP): Evaluation of the dissemination model in Roosevelt School District in Phoenix, AZ, year-two report*. Los Alamitos, CA: WestEd.
- Flaherty, J. (2000). *Evaluation of Constellation Community Middle School*. Los Alamitos, CA: WestEd.
- Flaherty, J. (1999). *Local systemic change 1998-99 core evaluation report: Project #09: Teachers as Agents of Systemic Change (TAASC), Pomona, CA*. Los Alamitos, CA: WestEd.
- Flaherty, J. (1999). *Evaluation of the Orange County Science, Technology, and Society Network project: Final external evaluation report*. Los Alamitos, CA: WestEd.
- Flaherty, J. (1999). *Resolving Conflict Creatively Program (RCCP): Evaluation of the dissemination model in Roosevelt School District in Phoenix, AZ, year one report*. Los Alamitos, CA: WestEd.

- Flaherty, J. (1998). *Evaluation of the University of California / Irvine's Orange County Science, Technology, and Society program: Findings from the 1998 Summer Institute*. Presented at fall 1998 STS Steering Committee meeting, Irvine, CA.
- Flaherty, J. (1998). *Local systemic change 1997-98 core evaluation report: Project #09: Teachers as Agents of Systemic Change (TAASC), Pomona, CA*. Los Alamitos, CA: WestEd.
- Flaherty, J. (1998). *Local systemic change 1997-98 core evaluation report: Project #10: Math Renaissance (MRK-12), San Diego, CA*. Los Alamitos, CA: WestEd.
- Izu, J. A., Carlos, L., Yamashiro, K., Picus, L., Tushnet, N., Wohlstetter, P., Bailey, J., Flaherty, J., Scott, R., Barfield, D., Hoppe, M., Klein, D., Zimmerman, J., Griffin, N., Fogel, S., Donoso, N., Chung, J. (1998). *The findings and implications of increased flexibility and accountability: An evaluation of charter schools in Los Angeles Unified School District*. San Francisco, CA: WestEd.
- Flaherty, J. (1997). *Evaluation of the University of California / Irvine's Orange County Science, Technology, and Society program: Findings from the 1997 Summer Institute*. Presented at fall 1997 STS Steering Committee meeting, Irvine, CA.
- Corwin, R., Carlos, L., Lagomarsino, B., Scott, R., Flaherty, J., Landauer, T., & Yamashiro, K. (1996). *From paper to practice: Challenges facing a California charter school, technical report*. San Francisco, CA: WestEd.
- Corwin, R., & Flaherty, J. (1995). *Freedom and innovation in California's charter schools*. Los Alamitos, CA: WestEd.
- Dianda, M., & Flaherty, J. (1995). *Effects of success for all on the reading achievement of first graders in California bilingual programs*. Los Alamitos, CA: Southwest Regional Laboratory.
- Corwin, R., Flaherty, J., Becker, H., & Nakagawa, K. (1995). *1994-95 survey of California's charter schools*. Presented at California Conference of Charter Schools, San Diego, CA.
- Romero, F., Thomas, C., Gaynor, J., & Flaherty, J. (1994). *Prevention, promises or pitfalls? Results of a four-year evaluation of alcohol, tobacco, and other drug use prevention education in California*. Presented at the American Evaluation Association Conference, Boston, MA.
- Flaherty, J., Radio Gaynor, J., & Romero, F. (1994). *Poway Unified School District's Fresh Start program: Year one report*. Los Alamitos, CA: Southwest Regional Laboratory.
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## **SELECTED PROFESSIONAL ACTIVITIES**

- Member, Institutional Review Board, University of Massachusetts at Boston

## **PROFESSIONAL AFFILIATIONS**

- American Educational Research Association
- American Sociological Association
- National Council of Teachers of Mathematics (Past)